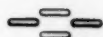


Bulletin
of
The American Association
of
University Professors



(Volume XXIV)

1938

PC.

Volume XXIV

JANUARY 1938

Number 1

Bulletin
of
The American Association
of
University Professors

Editors:

Ralph E. Himstead

Ralph L. Dewey

Editorial Committee:

Joseph Allen

E. C. Kirkland

Fernandus Payne

H. W. Tyler

Publication Office: 20th and Northampton Sts., Easton, Pa.

Editorial Office: 744 Jackson Place, Washington, D. C.

Issued monthly except in June, July, August, and September. Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions (including Canada) are \$3.50 a year.

Entered as second-class matter, April 24, 1922, at the Post Office at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

OFFICERS OF THE ASSOCIATION FOR 1938

PRESIDENT

MARK H. INGRAHAM (*Mathematics*) University of Wisconsin

VICE-PRESIDENTS

ALZADA COMSTOCK (*Economics*) Mount Holyoke College
A. C. KREY (*History*) University of Minnesota

GENERAL SECRETARY

RALPH E. HIMSTEAD (*Law*) Washington Office

ASSOCIATE SECRETARY

RALPH L. DEWEY (*Economics*) Washington Office

TREASURER¹

FLORENCE P. LEWIS (*Mathematics*) Goucher College

MEMBERS OF THE COUNCIL

For term ending December 31, 1938

JOSEPH ALLEN (*Mathematics*) City College (New York)
R. S. AUSTIN (*Pathology*) University of Cincinnati
M. H. BISSELL (*Geography*) University of Southern California
E. C. KIRKLAND (*History*) Bowdoin College
B. W. KUNKEL (*Biology*) Lafayette College
J. H. KUSNER (*Mathematics*) University of Florida
JAMES B. MACELWANE (*Geophysics*) St. Louis University
W. H. MICHENER (*Physics*) Carnegie Institute of Technology
FERNANDUS PAYNE (*Zoology*) Indiana University
LAURA A. WHITE (*History*) University of Wyoming

For term ending December 31, 1939

WILLIAM R. ARTHUR (*Law*) University of Colorado
J. B. BULLITT (*Pathology*) University of North Carolina
L. A. DOGGETT (*Electrical Engineering*) Pennsylvania State College
D. G. FOSTER (*Chemistry*) Swarthmore College
A. N. HOLCOMBE (*Government*) Harvard University
SIDNEY HOOK (*Philosophy*) New York University
ROBERT E. MATHEWS (*Law*) Ohio State University
DR SCOTT (*Economics*) University of Missouri
S. STEPHENSON SMITH (*English*) University of Oregon
WILLIS G. SWARTZ (*Political Science*) Southern Illinois State Normal University

For term ending December 31, 1940

HENRY K. BENSON (*Chemistry*) University of Washington
GEORGE BOAS (*Philosophy*) Johns Hopkins University
WALTER G. CADY (*Physics*) Wesleyan University
ARTHUR C. COLE (*History*) Western Reserve University
WILLIAM MCGUFFEY HEPBURN (*Law*) University of Alabama
E. J. LUND (*Zoology*) University of Texas
GEORGE C. ROBINSON (*Government*) Iowa State Teachers College
EUNICE MORGAN SCHENCK (*French*) Bryn Mawr College
T. V. SMITH (*Philosophy*) University of Chicago
COLSTON E. WARNE (*Economics*) Amherst College

Ex-officio

W. W. COOK (*Law*) Northwestern University
S. A. MITCHELL (*Astronomy*) University of Virginia
A. J. CARLSON (*Physiology*) University of Chicago
H. W. TYLER (*Mathematics*) Washington, D. C.

¹ Correspondence should be sent to the Washington Office only.

94.
Amer. Assoc.
Univ. Professors

CONTENTS

ACADEMIC FREEDOM AND TENURE

Censured Administrations.....	5
Conference Statement of 1925.....	6

SO THIS IS THE UNIVERSITY? <i>A. J. Carlson</i>	9
---	---

DEPRESSION, RECOVERY AND HIGHER EDUCATION: A RE- VIEW AND PRE-VIEW, <i>Walter M. Kotschnig</i>	19
---	----

ASSOCIATION NEWS

Report of the Annual Meeting.....	29
Regional Meetings.....	33
Vassar College.....	33
Michigan State Normal College.....	34
Indiana State Meeting.....	36
Chapter Activities.....	37
Ohio State University.....	37
Kansas State College of Agriculture and Applied Science.....	39
University of Rochester.....	40

EDUCATIONAL DISCUSSION

Students, Lend Me Your Ears, <i>Harold L. Ickes</i>	41
Columbia University Catalogue, <i>Sidney Allen</i>	46
How to Detect Propaganda, <i>Institute for Propaganda Analysis</i>	49
For a Fearless Faculty, <i>Cornell Daily Sun</i>	55

REVIEWS

The Folklore of Capitalism, <i>Thurman W. Arnold</i>	57
Academic Procession, <i>James R. Parker</i>	59
Insurance and Annuity Plans for College Staffs, <i>Sherman E. Flanagan</i>	61
Publications Received.....	63

NOTES AND ANNOUNCEMENTS

Continuation of Faculty Salaries during Sick Leave and after Death.....	64
National Research Council.....	66
College Entrance Examination Board.....	67

Carnegie Corporation.....	68
Cooperation with Association of American Colleges.....	68
American Council on Education.....	68
Dates of Meetings.....	69
CONSTITUTION AND BY-LAWS.....	70-78
COMMITTEES FOR 1938.....	79
MEMBERSHIP.....	85
Nominations for Membership.....	86
Members Elected.....	89
Record of Membership for 1937.....	90
Members Deceased during 1937.....	90
Number of Members by Institutions for 1937.....	93
ACADEMIC VACANCIES AND TEACHERS AVAILABLE.....	108

Contents of previous issues of the *Bulletin* of the American Association of University Professors may be found by consulting the EDUCATION INDEX.

NOTICE

With the regular bills for dues, issued on January 1, there was enclosed with each a form in which the member might authorize the Treasurer to bill him for a stated contribution until further notice. These contributions are separate and distinct from the Association's regular membership dues and are *wholly voluntary*. Members authorizing the Treasurer to bill them for such contributions this year may upon notice at any time withdraw such authorization for future years. The nature and purpose of this plan were presented in the November *Bulletin*, pp. 530-532, and the December *Bulletin*, p. 655.

ACADEMIC FREEDOM AND TENURE

Censured Administrations

Investigations by this Association of the administrations of the several institutions listed below show that they are not maintaining conditions of academic freedom and tenure in accordance with academic custom and usage as endorsed by this Association, the Association of American Colleges, and other associations interested in higher education.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of non-members for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list only by vote of the Association's annual meeting.

The censured administrations together with the dates of these actions by the annual meeting are listed below:

Rollins College, Winter Park, Florida	December, 1933
Brenau College, Gainesville, Georgia	December, 1933
University of Pittsburgh, Pittsburgh, Pennsylvania	December, 1935

Conference Statement of 1925¹

Academic Freedom

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attaches to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should

¹ Statement agreed upon at a Conference of Representatives of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education, and adopted by the Association of American Colleges at the annual meeting held January 8-10, 1925, and by the American Association of University Professors at its annual meeting, December 31, 1926-January 1, 1927. Reaffirmed by the Association of American Colleges, January 17, 1935.

when necessary take pains to make it clear that they are expressing only their personal opinions.

Academic Tenure

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the department concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible.

Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defence by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and

to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

SO THIS IS THE UNIVERSITY?¹

By A. J. CARLSON

University of Chicago

I. Introduction

Past presidents have sometimes used this occasion for rendering an account of their two years' stewardship. I am going to depart from this custom. The record of the Association's work of the past two years is embodied in the annual reports of the General Secretary, and the various committees, particularly Committee A. The President of the Association assumes some responsibility in this work, but the achievements, if any, are largely due to the General Secretary and to chairmen of committees, and no word of mine should detract either from the achievements or the responsibilities of these agencies of the Association. The past two years have not been a dull time in the Association. Would that all our concern had been with essentials!

But I want to speak a word of special appreciation of the labors of the General Secretary, Dr. Himstead, and of the chairmen of the Association committees, particularly Dr. Wittke and Dr. Laprade of Committee A. And in this connection a word of appeal to the general membership of the Association seems in order. Should we not show more regard for the labors and reports of Committee A than that exhibited by wishful thinking? It is revealing no secret to say that most Committee A cases are complicated. They are by no means open and shut propositions. Personal elements and local situations enter. There is frequently sinning, both on the side of administrators and of colleagues. Under such circumstances, the rank and file of our membership cannot possibly have the information and consequently the valid judgment possessed by the members of the investigating committees, as expressed in their final reports. It seems to me that we should give the Chairman of

¹ Presidential address delivered before the annual dinner of the meeting of the American Association of University Professors, Indianapolis, Indiana, December 31, 1937.

Committee A, the General Secretary, and the President credit for using their best judgment and ability in selecting committees for local cases and that these colleagues, who are prevailed upon to undertake these disagreeable and arduous tasks without compensation, should be given credit both for honesty and intelligence in conducting their investigations, and in rendering their reports. At any rate, they have more information than the rank and file or even the general officers who have not been on the ground. Much of this information can not and should not be published. In saying this, I do not wish to imply that any reports of committees or acts of the general officers are above criticism. But before such criticism is voiced, or put into action, should we not attempt to secure at least as much information as is in the hands of the particular committees who perform this important work for the Association? According to my experience, the formula that the instructor is always right and the administrator is always wrong frequently leads us into attitudes and conclusions doing little credit to an association of scholars inexorably devoted to the discovery and the advancement of approximate truths.

The old decalogue is, of course, out of fashion, but according to my experience of the last two years, a reasonable observance by teachers and administrators of at least one commandment, "Thou shalt not bear false witness against thy neighbor," would greatly reduce the labors of Committee A. The descendants of Pithecanthropus may walk erect, but with lamentable lapses from rectitude, even in the halls of science dedicated to the pursuit of approximate truths.

II. Organization of the American College and University

My work in the Association during the past two years has compelled me to attempt a closer scrutiny and evaluation of the organization of the American college and university, as well as of our Association, in the light of present conditions and their evolutionary development. In this discussion the term "university" includes also the American college. Frequently the two are not clearly separated and usually the legal working organization of the two is essentially the same. Except for a few rather recent institutions

like Duke University, the University of Chicago, Reed College, Rice Institute, etc., who were practically adults at their very birth, thanks to the generosity of private citizens, the American university has on the whole a humble beginning, frequently as a school to train men for the ministry. Even most of the state or city supported universities have similar modest beginnings, although not distinctly motivated by religious needs.

The legal aspect of the American university is that of a business corporation, a corporation, to be sure, not for profit, but modelled essentially on the corporation for profit in the business world rather than on the traditions of the Old World universities as a free republic of scholars. The members of boards of trustees or boards of regents are self-perpetuating, appointed by governors, by city councils, by alumni groups, by religious organizations, or elected on political party tickets in state elections. The legal life of the university as a corporation is vested in these boards of trustees. Legally, appointments to faculties, promotions, salary scales, disposition of funds, etc., are entirely in the hands of these boards.

The president of the university, appointed by the board of trustees, occasionally after consultation with the faculties, is virtually the general manager of this corporation. He is usually recruited from academic ranks and thus has some experience in university work, that is, research and teaching. In theory, the university president transmits to the trustees the plans and views of the faculties. In fact, the president may advise the trustees on matters of university policy on which the faculties have had no opportunity to vote.

Appointments of deans, departmental heads, new members of the faculty, and promotions under this set-up of the university may be made by the trustees on recommendations of the president, with or without previous consultation, approval, or vote of the faculty in the schools, divisions, or departments concerned. When thus appointed, executive officers tend to represent the administrative side rather than the body doing the university work, that is, the faculty. This legal set-up of the university governing boards, presidents, deans, and heads of departments, parallels entirely the executive set-up of business corporations. One may question

whether the business of the university is such that it can best be served by this type of organization. Certainly, this organization *may* be used in the way of great injury to the aims and ideals of university work, flagrant instances of which led to the organization of our Association nearly a quarter of a century ago. Nevertheless, all informed observers must admit that the accomplishments of the American university under this anomalous organization have been more satisfactory than could have been expected. To me this means that the better men and women in executive positions in the university, be it as presidents, deans, or members of boards of trustees, have usually had an uncommon amount of common sense, good leadership, and some sense of justice. No one, I believe, will contend that good teaching and good research can be either achieved or promoted by command. These activities are nurtured and fostered by freedom and leadership. The fact that the American university has achieved high rank both in teaching and research is evidence that despite this anomalous legal organization we have in the university, by and large, both leadership and freedom.

III. The Problem of Personnel

This seems to bring the problem down to men and women rather than to organization and laws. Those who are afraid of permitting or encouraging an increasing democracy in university organization and university life should take a look at some of the well-known universities in Europe. Of course, I refer to those parts of Europe which still retain a semblance of democracy in national life. In some of these universities the faculties elect their president or chancellor, usually for a limited period of years; the faculties elect their deans, usually for a shorter period of years; faculty members have life tenure. This republican form of university organization in parts of Europe has not destroyed the university functions, teaching and research, and has not produced universal mediocrity or dry rot, any more than the dictatorship organization of the American university has rendered the real functions of the university generally nugatory.

I, for one, am puzzled by the vagaries in social evolution in our American democracy that have led to development and retention

of an autocratic or dictatorship type of organization in the field devoted to the higher learning, where we would expect to meet only those individuals best equipped by nature and training for democratic control and self orientation. I am well aware that the fatuous fringe on the Left insists that there is no democracy in these United States, and that the fossilized fringe on the Right holds that our democracy has already reached perfection. We have democracy—in the process of evolution. Let us see to it that this evolution is not halted on the borders of the university campus. Even in these times of force and fear there are those who still have faith in the power of understanding, reason, and justice, and who dream of a day when these shall prevail in the university. "When young men have vision, the dreams of old men come true."

IV. Freedom and Tenure

Everybody is aware of the fact that under this oligarchical organization of business and industry, the industry of this country has at times advanced by leaps and bounds, though not always with an eye to the common weal. It is equally clear that under the dictatorship type of organization of the American university, there has been great advance in stone age stuff: The material prosperity of the university, the erection of buildings, provision for laboratories, lecture halls, and other material equipment. Yes, there has even been some success in the discovery and nurture of genius, I think largely despite of rather than because of the university organization.

The history of the American university also tells us that under this organization flagrant abuses and serious hamstringing of university work has occurred, due to myopia (or worse) from within and pressures from without. We may instance the dismissal of a university professor of ability and long service on the charge of treason, the treason being the signing of a respectful petition to our federal Congress; the dismissal of another professor of ability and long service on the charge of teaching sexual immorality to his students and of disloyalty to the institution, the teaching of sexual immorality consisting of sponsoring an innocuous questionnaire to undergraduate students and including some elementary human

physiology in the subject matter in one of his courses. The disloyalty or insubordination consisted of informing his national association that he had been suspended for the above offense. We may instance the sweeping abrogation of tenure in most ranks in the faculties as has recently taken place in two universities, without action by the faculties, mainly through the efforts of administrators with singular blind spots in their visual fields. There are still institutions claiming the name of a university where the morale, freedom, and confidence necessary for efficient teaching and fruitful investigation are largely non-existent, because of a one-man dictatorship rendered possible by present college and university organization. These are, of course, the dark sides. It is precisely these dark sides that led to the organization, the growth, and the maintenance of our Association. It is perhaps natural that because of our origin and the persistence of these blemishes in our educational institutions the focal point of our attention has been directed largely along these channels, that is, towards the organization and administration of the university rather than to the equally important objective: *ourselves*.

The democratic path of progress is education, conference, persuasion, understanding, and compromise. It is clear that a perpetual misunderstanding and warfare between the faculty and the administration is not a healthy state of life in the American university. Attempts have been made, are being made, and should continue to be made towards finding and accepting common principles and fair procedures. I refer to the principles of academic freedom and tenure, adopted in 1925. Adopted by whom? Among others by our Association and by the Association of American Colleges, but by very few individual colleges and universities. These principles and their modifications or extensions are now the subject of the series of conferences between the Association of American Colleges and representatives of our Association, with a view, if possible, to rendering these principles actually part of the university code of living, from the administrative side.

There seems to be little difficulty with the principle of freedom of teaching and research, except in its practical interpretation. There is some difficulty with the principle of freedom of the professor in his extra-mural activities. Some of our colleagues seem to

think that in the extra-mural activities, that is, in their activities as private citizens in society, they should be above criticism from society, from their colleagues, and from the university administrators. This is a privilege not accorded the ordinary citizen. If the ordinary citizen sticks his head out into the rain, he has no right to complain if he gets wet. Can we ask for greater or special immunity in these relations? Some administrators feel that because of the professor's position, he in his extra-mural activities owes a responsibility to the university different from that of the citizen at large and to that extent his extra-mural activity should be limited by or subject to criticism by some agency such as the university administration or the faculty. Everybody admits that this phase has tangible facts, has merit. But there is great difficulty in finding a formula or a *modus vivendi* which does not open the gates to more serious evils than those now caused by an occasional professor speaking or acting thoughtlessly outside as well as inside his classroom.

Perhaps the most serious concern before us is the principle dealing with tenure. The Association has assumed throughout its history that tenure in academic ranks is a *sine qua non* for academic freedom. I think this principle can not be challenged successfully. Without tenure, freedom is at the mercy of the administrator, and the myopic or dictatorial administrators will foster a faculty full of fear and assiduous in apple polishing rather than in teaching or research. The wise administrator will, of course, ever see to it that real freedom prevails in the faculty, laws or no laws.

But tenure at what rank? As you know, there are great divergences in the practice on this point in different colleges and universities. In many state and municipal universities tenure does not exist, *de jure*, at any rank, the laws authorizing the trustees to discharge any professor at any time, without giving any reasons. But tenure usually does exist, *de facto*, in the higher ranks even in these institutions. Even in universities not under public control, tenure may exist only at the rank of full professor or not even at this rank. When we remember that a man and a woman usually have reached the age of 40 or 45 before the rank of full professor in the university is attained, it seems clear, at least to me, that unless tenure under reasonable safeguards is extended to the lower ranks

in the faculty, the principle of tenure as basic to academic freedom becomes a mockery and a delusion. I can ascribe no other meaning to the procedure under which an instructor, assistant professor, and associate professor labors in the university for half or nearly half of his university life without enjoying the element of tenure which is necessary for that freedom, necessary for the highest attainment in his teaching and in his research. For that reason, I think we should clarify our own ideas, the pros and cons in these matters, and continue our conferences with representatives from the executive side of our institutions until we reach a fair, common understanding on tenure during efficient service after reasonable periods of apprenticeship for *all* ranks in the university.

V. The Obligations of the Profession

My duties in the Association during the past two years, the conferences with university administrators and colleagues in many parts of the United States, the re-studying of the history of our Association, have made me ponder whether our Association should not now set up an additional focus of attention parallel with the focus on the myopic and devious university administrator. I mean, to focus attention on ourselves, to review our responsibilities, and to try to achieve greater professional cohesiveness and clearer professional conscience, so that ultimately in some way the faculties might advantageously share in some of the administrative measures that perturb the university. Understand that I am now merely thinking aloud, with some uncertainty in my own mind as to whether I am really thinking. But there can be little question about the following points:

(1) Since university administrators up to and including the university president are usually recruited from our own ranks, the existence of myopic and excessively selfish administrators is *ipso facto* evidence that we do harbor such animals in our own ranks, which should make us pause and ponder both about ourselves and our responsibilities in our mental procreations.

(2) I, for one, see no final or larger salvation for education and research in our country in mere reorganization, however radical, of the structure of the university. Our efforts must be more pro-

found and far reaching. They must be directed towards a truer understanding and appreciation of the meaning of the university in the university population, as well as in society at large. I have not yet joined those who despair of adult education, including the education of university trustees. Even they are "flesh of our flesh."

(3) Have we not been, are we not still excessively complacent towards inefficiency in our ranks and thereby do we not injure the university maybe as greatly as do unfit administrators? At times we do resent candid and constructive criticism by our colleagues. The fact that significant improvement in these matters calls for persistent attention indicates a slow advance. But we should at least get far enough to appreciate the problem as it faces the honest and able administrator. And I have known such. I see no simple solution of the problem of adequate service on the part of a university instructor as a basis for appointment, promotion, or dismissal. Present measuring sticks are too personal and too vague. There are at least three indispensable elements in efficient teaching: natural aptitude, relative understanding, and great devotion. There are at least four elements making for striking advancements in research: relative intelligence, great industry, absolute honesty, and chance. And all these are relative, a fact not to be forgotten by any agency in the university set up to pass on the efficiency of members, or prospective members of the university faculty.

(4) Should not we of the older generation be more aggressive on behalf of the young men and women who soon will take our places in the university? If there is to be a fight for greater freedom, for just tenure, for greater faculty responsibilities, for more democracy in university organization, is it not up to the graybeards to lead on? For we have had our day, and it matters little what happens to us either in victory or defeat.

(5) We must maintain an "open season" on the myopic, disingenuous, and dictatorial administrator in the university, probably for many years to come, but every time we go gunning for this species let us look in the mirror and make certain that the mote in our own eye has not attained the character and size of malignancy. This matter of the mirror is childhood habit, taught me by my mother. I have found it useful; and, contrary to the usual

course of visual physiology, the image does not blur with the advancing years.

(6) It seems of prime importance that we of the faculties ever focus on the meaning of the university, lest we also, in times of great trouble, blunder into ways and means that will surely destroy the university through misunderstanding and malice.

VI. Conclusion

Colleagues, if I have spoken at all wisely, I have surely said enough. If I have disappointed some and irritated others by suggesting the looking glass, I am very sorry. But I will not apologize. To those whom I have bored with apparent banalities, I can only say that these things seem important to me. No matter how pragmatic some of the aims of our Association may appear, any relatively permanent conquest of the terrain in the direction of our goal calls for efforts in the highest reaches of the human mind, coupled with self discipline, persistence, and patience.

I am a graduate of a small college and of a large university, where I met teachers and investigators of diverse calibre. I have been privileged to labor in a large university for a third of a century, and I am not entirely ignorant of the life and labors in the universities of other lands. I have had the good fortune to work under one of the greatest leaders in American university history, William Rainey Harper. And yet, I would say to the neophyte administrators who are ever attempting by diverse means to make over the university into their own image: The university is, or should be, so great, its duties to society are, or should be, so diverse, that there is no man big enough to serve as the exclusive model. When able instructors and able administrators differ as to ways and means, it is largely on account of differences in experience. But there can be no difference between them as to the goal which is the increase of, and the diffusion of, understanding. In the joyous quest of this goal we can all join hands in speeding the day when, through this greater understanding, *the university takes the lead in the ways of justice on the campus and in the mart.*

DEPRESSION, RECOVERY AND HIGHER EDUCATION:

A REVIEW AND PRE-VIEW¹

By WALTER M. KOTSCHNIG

Smith College and Mount Holyoke College

The report of the Committee Y of the American Association of University Professors published under this title is an event in American educational history. It is remarkable both for its methods and its results. The authors of the report step boldly where angels fear to tread and yet they are cautious in the formulation of their findings. In spite of almost insurmountable difficulties they have succeeded in bringing together a wealth of relevant material. The analysis of this material is incisive. The inadequacy of existing educational statistics made it impossible for the Committee to base its conclusions on a study of all or even the majority of the institutions of higher education in this country. Yet the sample shown is sufficiently broad and representative to allow of conclusions which are nationally and even internationally important. Above all, the report is not confined to a narrow interpretation of some of the more immediate effects of the depression upon higher education. By recognizing that the depression acted as a catalytic agent upon phenomena in the field of higher education which were present before the depression set in, the Committee was able to distinguish the fundamental from the ephemeral. It was thus able to present some of the basic problems of higher education in America in a way which may well mark a turning point in educational research in this country.

I. Methodology of Committee Y

From a methodological point of view two facts deserve special mention. It is refreshing to read, particularly in a report published

¹ A paper read before the second session of the annual meeting of the American Association of University Professors, Indianapolis, Indiana, December 31, 1937.

in America, that the Committee "does not endorse the position sometimes encountered, that a problem should be disregarded unless it can be studied quantitatively" (p. 507). It is perfectly true that many educational problems can be elucidated by quantitative analysis. From this recognition it is, however, a far cry to the kind of idolatry of figures which seems to obsess many students of higher education. "Educationalists" as against true educators seem often to forget that particularly in the field of education that which can be interpreted qualitatively is often more important than that which can be pressed into quantitative measurements. It is this latter attitude to which Karl Mannheim, an exiled German sociologist, rightly objects when he says: "The over-emphasis on the mathematical and on what can be counted has gradually led to a point where certain sciences are no longer interested in what is worth knowing but consider worth knowing only that which can be counted." The Committee by not falling into this error has rendered a distinct service to the cause of learning.

Another error which on the whole was successfully avoided by the Committee is that of "economism," *i. e.*, the attempt to interpret everything in economic terms. Such attempts are only too frequent, not so much amongst economists who know the limitations of their subject but amongst laymen, politicians, and, alas, educators who in their desire for certainty throw all caution to the winds and accept uncritically the assertion that the actions of individuals as well as the most complicated manifestations of social life can be explained in terms of economic self-interest. No doubt, this hypothesis used as a hypothesis has led to important discoveries and a better understanding of human society. Ever since Adam Smith and Ricardo and Karl Marx it has served as one of the most important tools of the professional economists. But it is not more than a tool. Where it is glorified into the all-pervading principle, as the alpha and omega of universal truth, it can only lead to distortions and, in an effort to maintain the principle in spite of evidence to the contrary, to useless intellectual acrobatics. The Committee avoided these dangers. There is ample evidence throughout the report that the Committee in preparing its report was fully alive to psychological and political realities which it would be difficult and wasteful, to say the least, to interpret in purely

economic terms. Thus it is able to see and to analyze realistically the non-economic attitudes of many teachers whose desire for social standing prompts them to live beyond their income or whose concepts of dignity prevent them from joining professional organizations which attempt to improve the economic status of the profession by way of collective bargaining. Similarly, by avoiding the wishful or loose thinking of many of our economic determinists, whether they work in Wall Street or in the Bowery or in the cloistered halls of some university, the Committee is in a position to point out that the institutions of higher learning in this country are not, and are not likely to become, hotbeds of communism.

However, these are minor findings compared with the chief conclusions reached in the report. An attempt will be made in what follows to summarize some of the most important aspects of the report, to amplify here and there the conclusions reached and to point the way towards further studies, some of which are suggested by the Committee itself.

II. Instability in American Higher Education

Perhaps the most startling discovery made in the course of the inquiry is that the effects of the depression upon higher education were not as profound as is often assumed. It has not resulted in any basic and lasting changes in the number of institutions of higher learning, their structure, the way in which they conceive their tasks, the size and composition of the student body, or the size and composition of the faculty. There has been contraction: salaries were cut, promotions were suspended, here and there clear evidence is to be found that the work load increased. Yet student enrolments are larger today than ever before, salary cuts are being gradually restored, promotions during the year 1935-36 were more numerous than during any year since the beginning of the depression. To the superficial observer all this may be encouraging, even if he realizes that salaries are in many instances still below the pre-depression level and that younger staff members or prospective college teachers particularly have been set back several years in their academic careers, or that many promising graduates have, against their original intentions, turned to other occupations than teaching.

The more serious student of the subject will not be so easily satisfied. His attention will focus on what is undoubtedly the most important finding of the report—the instability and vulnerability of the entire system of higher education in this country, an instability which existed before the depression and which has in no sense been lessened by the general economic upturn. This instability is first of all reflected in the income and expenditure of colleges and universities. The total income of 197 institutions of higher learning used as a sample by the Committee fell from some \$216,000,000 in 1929-30 to \$130,000,000 in 1933-34, or by roughly one-third in four years. During the same period the expenditures for educational, general, and capital purposes of 195 of these institutions dropped from \$194,800,000 to \$140,600,000, or by well over one-fourth. The drop in capital outlay (buildings, etc.) from 1929-30 to 1933-34 was even more than 75 per cent. In the light of these figures it is not surprising that salaries were in some institutions cut 50 per cent and more. In a few instances they were suspended altogether. This is all the more remarkable as the median salary reduction was approximately only 15 per cent. It shows the existence of a number of colleges whose economic margin is extremely narrow, with the result that neither the institutions nor their faculties enjoy any measure of security. Tenure also, while strengthened by a customary policy of reappointing automatically the staff members of the higher ranks at least, is basically insecure. Sixty out of 123 institutions supplying data report that appointments are made on an annual basis. Variations in student enrolments from year to year are also substantial. In 325 institutions of higher learning used as a sample they decreased by 7.9 per cent between 1931-32 and 1933-34. The following year they increased again by 5.3 per cent and have since then exceeded the enrolments of the base year.

The report goes further in showing that there are wide variations in the degree of stability of the various institutions of higher learning, depending on whether they draw their income from public sources or are privately endowed. It appears that, apart from some of the weaker denominational schools, publicly supported institutions are the most vulnerable. Not only do they show the most abrupt changes in income from year to year but they more

readily resort to cuts in salary than any other type of institutions. In this group one-year appointments for all ranks prevail. This is all the more disquieting as for various reasons the proportion of students enrolled in these institutions is growing more rapidly than the proportion of those who enrol in privately endowed schools. Thus the publicly supported colleges and universities are, at least as regards student enrolments, becoming steadily more important.

III. A Comparison with European Conditions

It is essential to realize, and this is one point where the Committee might have usefully extended the scope of its study, that this instability is peculiar to the United States amongst all the highly civilized countries of the world. To our knowledge there is no country in Europe in which the institutions of higher learning and their faculties have been subjected to similar violent fluctuations during the period of depression. On the European continent, where with a few exceptions all institutions of higher learning are publicly supported, the budgets of higher education have varied but little from year to year. Even where there were cuts in the appropriations they did not affect salaries and promotions. Salary cuts made here and there corresponded largely to declines in the cost of living. The only group which suffered real hardships were young graduates anxious to enter an academic career, as owing to general retrenchment policies few new appointments were made in the lower ranks. The conditions of tenure were nowhere affected by the depression. Most appointments in the upper ranks continue to be made on a long-term if not a life basis. Similar conditions prevail in Great Britain, where the universities draw their income both from private and public sources. According to the reports of the Universities Grants Committee the recurring income (excluding new capital benefactions) of the British universities and colleges increased by more than 17 per cent between 1928-29 and 1934-35, while the annual income of the American institutions is, as far as can be ascertained, still approximately 30 per cent below that of pre-depression days. The number of endowed chairs in British universities has during the same

period increased by 85. The fluctuations in student enrolments also have on the whole been very small.¹ In Great Britain student enrolments increased steadily until 1932-33 and dropped by less than 200 in the following year.

The reasons for the peculiar situation in the United States are not far to seek. The Committee gives several of them. It speaks of the "lack of planning" in the building up of a system of higher education in America, of the "opportunistic nature of the growth of higher education"; it enlarges upon the fact that there is no clear idea of the purpose of higher education; without itself attempting a definition, it points out that the institutions of higher learning can not hope for stable support as long as the purposes of higher education are not clearly defined and recognized by both educators and the public alike; and it finally stresses the fact that "selective admittance makes for stability." In other words where college training is commonly associated with a "class" tradition, as is the case in Europe and to a lesser degree in some of the older sections of this country, enrolments are likely to be more or less stable. Families will make every effort to keep their children in college and they will usually be able to do it. On the other hand, in those regions where, ideally at least, practically everyone is held to be entitled to a higher education, the mere presence of publicly supported institutions and liberal entrance requirements will in "good times" induce large enrolments. In "bad times" many students thus admitted will withdraw or they will postpone enrolment.

It must be a matter of regret that the depression did little or nothing to eliminate any of the causes which make for the unstable state of higher education in America. It did not lead to any consolidation of marginal institutions nor did it lead to any serious effort to determine the relationship, in each institution and throughout the sum total of the institutions, between their programs and the needs of their supporting public and the ability of that public to pay for them. Nor do we seem to be very much nearer a clear understanding and definition of higher education

¹ This is not the place to deal with the *numerus clausus* legislation of such countries as Germany where student enrolments were artificially lowered. Cf. Walter M. Kotschnig, *Unemployment in the Learned Professions*, Oxford University Press, 1937, pp. 194 ff.

on which to base a sound policy for the further development of the American system of higher education. The Committee sees further trouble ahead. Changing employment conditions and other social factors are expected to result in a further prolongation of the potential period of schooling and with it will probably go a further increase in student enrolments; the democratization of higher learning is likely to gain in momentum. In case of another depression student enrolments may consequently fluctuate even more violently than was the case during the last depression. At the same time it may safely be anticipated that the publicly supported institutions will gain most by the influx of new students. These are the very institutions which have shown least resistance to the onslaught of adverse economic conditions. This does not only mean that the next depression will have even more disastrous effects on higher education, on institutions and faculties alike, but it raises also the spectre of far-reaching and permanent measures intended to replace academic self-government by political control. Academic freedom is a feeble plant which does not grow in the arid soil manured by teachers' oath laws and watered by legislative investigations.

IV. Proposals for Further Discussion

The authors of the report are over-cautious when it comes to suggesting ways and means by which future emergencies might be attenuated and the whole system of higher education in the United States put on a firmer basis. Rather than state their suggestions explicitly, they proceed by implication. As they had to protect not only their own reputation but also that of the organization which sponsored their work this is understandable. Besides, the very complexity of the situation does not lend itself to cure-alls. Yet certain proposals might have been stated more succinctly. As a free lance, unencumbered by organizational responsibilities, I shall attempt in the remaining paragraphs to formulate a series of proposals which may serve as a basis for further discussion:

1. The suggestion that the statistics of higher education in this country as elsewhere need improvement deserves whole-hearted endorsement. Existing statistics are inadequate, patchy, and

often appear so late that their usefulness is seriously impaired. We fully agree with the statement of the Committee that "the first step in the improvement of the statistics of higher education would be an evaluative survey of all existing published sources, public and private, with a minutely detailed study of their usefulness and limitations."

2. It is equally obvious that no improvement of existing conditions can be expected as long as, owing to individual inertia and complacency or because of mistaken notions of personal dignity, the majority of college and university teachers do not take an active share in the work of their professional organizations, on the individual campus or nationally. At the same time these organizations will only attain their maximum usefulness if they do not confine themselves or assign first place to a defense of the economic interests of their members. It is up to them above all to arrive at a clearer insight into the purposes of higher education and, guided by that insight, to educate legislators and the general public.

3. Any attempt to clarify the objectives of higher education ought to aim high rather than low. Higher education has for its purpose to educate men and not to teach boys. In other words any redefinition of objectives should safeguard research as essential to higher learning; it should include truly professional training, which has a definite place in the institutions of higher learning as long as it is not conceived as a mere teaching of skills but as an attempt to interpret skills in terms of first principles and in the light of the most advanced knowledge of causal relations; and finally it should allow for the highest form of general education, which means little specialization but all the more synthesis, a synthesis not to be attained at the lower levels of education and open only to those of real intellectual ability.

4. On the basis of such a redefinition a clearer delimitation as between secondary and higher education might be achieved. Both higher standards and stability of the institutions of higher learning can only be attained if prospective students are adequately prepared while in secondary schools, and if the colleges and universities are reserved for such as are able to share genuinely in higher education. At present confusion is rampant. To suggest for in-

stance that the Civilian Conservation Corps camps and the colleges of this country "seek the same general ends with youth of the same ages" and that "in every corps area (although not as yet in every camp) work that is regarded by the sponsors as of college level is now being offered" is both preposterous and harmful. It detracts from the excellent work now being accomplished by these camps in other fields, it denotes a curious idea of the character of an institution of higher learning, and it is likely to undermine the very foundations of a progressive democracy, which is built not on identity of opportunity but on a real respect for qualitative differences and individual excellence. By all means educational facilities should be enlarged but not at the cost of lowering the standards of higher education and the unhappiness of countless individuals for whom college life is but a grind and a nightmare.

5. It follows from the previous paragraph that any laxity in the handling of admission policies is contrary to the best interests of higher learning and contributes to the existing instability, particularly of the publicly supported institutions. This implies a higher regard for ability and achievement than is now manifested. Furthermore, and this is a point which was not considered by the Committee, care should be taken to establish some balance between the number of students admitted to purely professional courses and future demands in the professions requiring an academic training. Any limitations imposed upon entry to such courses are, however, only justifiable if the access to the more general courses of higher learning remains unimpeded for all those who are particularly able. The demand for "all-round personalities," not for people who know everything, not experts in some small field, but persons who have learned to think synthetically, who will understand the fundamental forces in modern life, is humanly speaking unlimited. Higher education, as suggested under point 3 and shared in by young people of the calibre here stipulated, will pay both in terms of individual and social dividends. Institutions governed by such concepts will be less vulnerable.

6. Local pride and the spirit of commercial competition are bad counsellors when it comes to the planning of a system of higher education. It will take a long time and the most arduous efforts for the education of the public to prepare for the elimination of

marginal institutions which sometimes cluster together within a small region. Yet the effort must be made. It is furthermore to be hoped that those institutions which continue to exist or which are founded in response to a real need will see their way to coordinate their programs. What was possible for the medical schools should not prove impossible for other professional schools and eventually for the universities and liberal arts colleges.

7. All signs point in the direction of both an absolute and a relative increase in the public financial support of higher education as compared with private endowments. It may be the only alternative to an increase in tuition fees, which is socially undesirable and likely to lower educational standards. Inasmuch as this evolution may be unavoidable it is of the utmost importance to study the working of tax-supported institutions in other countries, particularly in Great Britain, where as a result of a general understanding of the purposes and the place of higher education on the part of the public the colleges and universities perform their work in perfect freedom and without political interference. Within the system of state support private initiative has been safeguarded, and the central government considers it its duty to protect higher learning against the rare attempts on the part of misguided groups or individuals to make it subservient to their narrow ends. Here again much may be expected from a determined effort on the part of the academic profession in this country to educate the public, an education which only becomes possible if and when the profession is fully conscious of its responsibilities and is ready to live up to them.

I hope that the authors of the report on "Depression, Recovery and Higher Education" will accept even my criticisms and amendments as a tribute to their outstanding work. They are meant as such.

ASSOCIATION NEWS

Report of the Annual Meeting

The twenty-fourth annual meeting of the American Association of University Professors was held this year at the Claypool Hotel in Indianapolis, Indiana, on December 31, 1937, and January 1, 1938. Approximately 200 delegates and members from 101 colleges and universities were in attendance at one or more of the various sessions. The Council of the Association was in session before and after the annual meeting on December 30 and January 1.

The annual meeting program was featured not only by a series of notable addresses and committee reports, but also by the constructive suggestions of a large number of members. At the opening of the first session on Friday morning, December 31, Professor A. J. Carlson, of the University of Chicago, the Association's President, appointed a Committee on Resolutions, consisting of Professors A. O. Lovejoy, of Johns Hopkins University, *Chairman*, William M. Hepburn, University of Alabama, and A. N. Holcombe, Harvard University. The program was opened by Professor G. H. Ryden of the University of Delaware, Chairman of Committee E on the Organization and Conduct of Local Chapters, who presented that committee's annual report of activities for the past year. Following this report, Professor W. W. Cook of Northwestern University, Chairman of Committee O on Organization and Policy, presented the committee's report, which included several amendments to the Constitution and By-Laws.¹ The Constitution and By-Laws, as amended, are printed in this issue of the *Bulletin*.²

At the conclusion of the first session, the delegates and members gathered at a luncheon. Dr. Clyde E. Wildman, President of DePauw University, extended a cordial welcome on behalf of the colleges and universities of Indiana. Dr. Wildman, long a member of

¹ See Report of Committee O on Organization and Policy, *Bulletin*, Vol. XXIII, No. 7, November, 1937, pp. 537-557.

² *Infra*, pp. 70-78.

our Association, was chapter president at Boston University at the time of his election to the presidency of DePauw University. Dr. Wildman suggested that the profession accord more attention to the philosophy of education rather than to its techniques and skills. He asserted that, in this era of social and economic confusion, it is the duty of higher education to point the way to a greater measure of stability through clear thinking.

The second luncheon speaker was Professor E. G. Conklin of Princeton University, retiring President of the American Association for the Advancement of Science. Professor Conklin, a charter member, a former member of the Council, and a former Vice-President of the American Association of University Professors, made a strong plea for the democratic process as the best means for solving academic problems, and urged upon all elements in colleges and universities the desirability of greater cooperation for achieving common educational goals.

The second session on Friday afternoon was opened with an address by Professor Walter M. Kotschnig, Visiting Professor of Comparative Education at Smith College and Mount Holyoke College. His paper entitled: "Depression, Recovery and Higher Education: A Review and Pre-View," was a discussion of the report of the Association's Committee Y on "Depression, Recovery and Higher Education." Professor Kotschnig called the report "an event in American educational history. It is remarkable both for its methods and its results." He gave as his opinion that there was rather more instability in the world of higher education than appeared to be evident in the conclusions of Committee Y; and, in the course of the discussion, made the significant statement that as regards the effect of the depression "this instability is peculiar to the United States amongst all the highly civilized countries of the world." Professor Kotschnig's paper is printed in full elsewhere in this issue of the *Bulletin*.

The report of Committee T on the Place and Function of Faculties in University and College Government was read by a member of that committee, Professor H. S. Conard of Grinnell College, in the absence of the Chairman, Professor G. H. Sabine of Cornell University. The committee outlined a five-point program which it found to have been workable in institutions where it is now in use.

The most satisfactory arrangement includes a committee on committees, elected by the faculty; faculty participation with trustees in the selection of deans; faculty advice in considering appointments, promotions, dismissals, and budget making; faculty control over general educational policies; and the existence of each department as a cooperative body of teachers and scholars with a common purpose.

The discussion of this problem was continued by Professor George B. Louderback of the University of California, who spoke on the subject: "Faculty-Administration Cooperation at the University of California." As the system operates there, the faculty (Academic Senate) chooses its committees through an elected Committee on Committees. The faculty advises the president of the university on budgetary matters, including appointments and promotions, through a Budget Committee; on the status of faculty members through a Committee on Privilege and Tenure; and on various other policies and expenditures through committees on Educational Policy, Library, Research, and the Editorial Committee. The Committee on University Welfare also frequently advises the administration on important matters. Professor Louderback reported that, since the establishment of the system in 1920, harmonious relationships have prevailed and no situation has arisen where an appeal to outside judgment, arbitration, or assistance has even been suggested.

At the annual dinner on Friday evening, December 31, addresses were delivered by Professor A. O. Lovejoy of the Johns Hopkins University on "Association Problems, Solved and Unsolved," and by Professor A. J. Carlson of the University of Chicago, the Association's retiring President, on "So This Is the University?" In view of the fact that Professor Carlson's address is published in full in this issue of the *Bulletin* and Professor Lovejoy's paper will appear in an early issue, summaries of these speeches are not included in this report. It is hoped that the entire membership will read these two thoughtful addresses with care.

At the third session held on Saturday morning, Professor W. T. Laprade of Duke University, Chairman of Committee A on Academic Freedom and Tenure, presented the committee's annual report. This presentation was followed by the annual report of

the General Secretary. Both reports were followed by a number of questions from the floor, leading to a considerable amount of discussion. Both reports will be printed in full in an early issue of the *Bulletin*.

The morning session was concluded by the report of the Nominating Committee, made by Professor G. W. Stewart of the State University of Iowa. Because of illness, Professor Clyde L. Grose of Northwestern University, the Chairman of the Nominating Committee, was unable to be in attendance. The following officers were elected: Professors Mark H. Ingraham, University of Wisconsin, President, and Alzada Comstock, Mount Holyoke College, and A. C. Krey, University of Minnesota, Vice-Presidents. Also elected at this meeting for the three-year term ending December 31, 1940, were the following 10 members of the Council: Professors Henry K. Benson, University of Washington; George Boas, Johns Hopkins University; Walter G. Cady, Wesleyan University; Arthur C. Cole, Western Reserve University; William McGuffey Hepburn, University of Alabama; E. J. Lund, University of Texas; George C. Robinson, Iowa State Teachers College; Eunice Morgan Schenck, Bryn Mawr College; T. V. Smith, University of Chicago; and Colston E. Warne, Amherst College. Pursuant to the provision of the Constitution in Article III, Section 3, which reads: "In case of a vacancy in any office, the Council shall have power to fill it until the next annual meeting and such an appointee shall be eligible for continuance by election at that time," the Council, upon the recommendation of the annual meeting, elected Professors Willis G. Swartz, Southern Illinois State Normal University, and James B. Macelwane, St. Louis University, to succeed to the places vacated by Professors Ingraham and Krey, respectively. With the election of Council members at this annual meeting, a representative Council of three members from each of 10 geographical districts, as provided for in By-Law No. 1, adopted in 1934, is completed.

The fourth session of the meeting on Saturday afternoon was given over to a forum and symposium on the subject: "What the American Association of University Professors Is and What It Is Not." The discussion leaders in this symposium were Professors Joseph Allen, the City College of New York; Dinsmore Alter,

Griffith Observatory, Los Angeles, California; Kirk H. Porter, State University of Iowa; DR Scott, University of Missouri; and H. W. Tyler, former General Secretary. The latter was not in attendance, but a paper prepared by him was read by the General Secretary. The statements of these five discussion leaders will be published in a forthcoming issue of the *Bulletin*. This symposium was scheduled for the purpose of clarifying the nature and objectives of this Association. It was followed by questions and discussion which seemed to indicate that such clarification was necessary. It is hoped that the entire membership will read the statements of the five discussion leaders carefully and that the subject of the symposium may become the basis of similar forums in meetings at all of the Association's chapters.

A detailed report of the annual meeting is being prepared and will be sent as soon as possible to all chapter officers for presentation to their chapters. Copies of this report will also be sent to the delegates and members who attended the sessions.

Among the actions taken by the annual meeting was the removal of the United States Naval Academy at Annapolis, Maryland from the Association's "censured list." This action followed a recommendation of Committee A and the Council and was the result of the unanimous vote of the annual meeting.

At the conclusion of the meeting, the following resolution was passed unanimously:

Resolved, that the members of the American Association of University Professors attending its twenty-fourth annual meeting wish to express to the chairman, Professor Merwyn G. Bridenstine of Butler University, and to the other members of the Committee on Local Arrangements, and also to the Indianapolis Convention and Publicity Bureau, their grateful appreciation of the admirable arrangements made for the meeting and for the convenience and enjoyment of visiting members.

Regional Meetings

Vassar College

More than 60 delegates and members of the Association met at Vassar College, October 22, for a regional meeting to discuss the activities of our organization. These members represented 12

local chapters, including besides Vassar, Bard, Brooklyn, City College of New York, Columbia, Mount Holyoke, New York University, Smith, Skidmore, Trinity, Wesleyan, and Williams.

The regional meeting of the American Association of University Professors was suggested as a result of the invitation previously extended to Professor S. H. Slichter of Harvard University, Vice-President of our Association, by the Association of American Colleges to address their regional conference at Vassar on October 22.¹ Professor Slichter spoke and then led an informal discussion on "Indeterminate Appointments and Tenure." He asked for discussion on six questions which were as follows: (1) How many colleges have indeterminate appointments? (2) What is a fair period of probation? (3) What provisions and arrangements are made for promotions? (4) What ways and means are provided for terminating appointments? (5) What can be done about professional incompetence? (6) Should the faculty participate in the selection of members of the board of trustees?

After some discussion it was voted to recommend to the Council of the Association that it emphasize the desirability of having standing committees of the faculty elected by the faculty to pass on all cases of dismissal.

Others participating in the discussion were Professors D. P. Cottrell of Columbia University and Mabel Newcomer of Vassar College.

Michigan State Normal College

A regional meeting of the Association was held at the invitation of the Michigan State Normal College chapter in Ypsilanti, Michigan, on December 4. Fifty delegates attended the meetings representing Albion College, Alma College, Ashland College, Bowling Green State University, the University of Michigan, the University of Toledo, and Wayne University.

Under the chairmanship of Professor O. O. Norris of the Michigan State Normal College, the program was devoted to the theme that security of tenure carries with it certain responsibilities. At the morning session which was presided over by Professor Maurice

¹ See note on the regional conference of the Association of American Colleges, *infra*, p. 68.

M. Lemme of the University of Toledo, Professor Norris opened the program with a paper on "Academic Freedom and the Principle of Loyalty in Education." "My first loyalty," said Professor Norris, "is loyalty to my species. I owe and acknowledge a loyalty to my race, nation, government, political party, religious institution, profession, and to my fellows as persons, only in so far as these . . . are loyal to the species life. In my work as an educator, my first immediate loyalty is owed to my students as developing members of the species life." Professor John L. Brumm of the University of Michigan then reviewed Donald Slesinger's "Professors' Freedom" in the October issue of *Harpers*. The morning session was concluded with a paper on "Nationalism in Education" by Professor Ray Wood Sellars of the University of Michigan.

Some 70 members and guests attended the noon luncheon at which Professor A. J. Carlson of the University of Chicago, President of the Association, delivered an address. Professor Carlson commented briefly on some of the points which had been made during the morning session. With respect to the control of the professor's activities outside of the classroom, he said that in claiming the same rights as other citizens, the professor should remember his obligation to be very sure of his facts. In discussing the problem of tenure, Professor Carlson recommended a short period of probation which should be followed by full tenure rights of the teacher. On the matter of the relation of the Association to organized labor, Professor Carlson said that his own preference for the scientific method in solving problems keeps him from favoring affiliation with any "pressure groups." Professor Carlson also emphasized the preventive work being done by the Association in academic freedom and tenure disputes with college and university administrators. He pointed out that such work never comes to public notice and cited one instance of a college president who came a thousand miles to get his advice in a troublesome situation.

The afternoon session, which was under the chairmanship of Professor L. S. Foltz of Michigan State College, was opened with a paper by Professor Louis C. Karpinski of the University of Michigan on the subject: "Apprenticeship and Tenure on College and University Faculties." Professor Karpinski submitted for dis-

cussion three questions: (1) What type of official faculty agency is desirable to render assistance to a man charged with incompetence as a teacher? (2) What types of evidence as to teaching ability can a professor bring to prove his competence? (3) What can be done to bring some precision into estimates of teaching ability? The discussion of Professor Karpinski's paper was led by Professors Jay Sherman of Wayne University, Garfield Jones of the University of Toledo, D. J. Crowley of Bowling Green State University, and H. M. Battenhouse of Albion College.

The meeting was concluded with some brief remarks by Professor C. L. Grose of Northwestern University, member of Committee E for Region 7. The group accepted the invitation extended by the University of Toledo delegates to hold the meeting next year in Toledo.

Indiana State Meeting at Purdue University

A state meeting of the Indiana chapters of the American Association of University Professors was held at Purdue University on December 11, 1937. It was attended by seven representatives from Rose Polytechnic Institute, five from Indiana University, five from Saint Mary-of-the-Woods College, four from Butler University, three from DePauw University, three from Wabash College, one from the Indiana State Teachers College at Terre Haute, besides the members of the Purdue chapter. Professor A. J. Carlson of the University of Chicago, President of the Association, and Professor Clyde L. Grose of Northwestern University, member of Committee E for Region 7, were also in attendance.

The program opened in the morning with an address of welcome by Professor Thomas E. Mason of Purdue. This was followed by a paper on "Departmental Management" by Professor E. S. Conklin of Indiana University, and one on "Resources and Results" by Professor L. E. Eckardt of DePauw University. A well-attended luncheon was held at which President Edward C. Elliott of Purdue University spoke on "How a University President Selects His Faculty and What He Expects of Them." Professor B. H. Smith of Indiana State Teachers College presented a paper entitled, "College Faculties."

At the afternoon session, Professor Carlson gave an address

on "Some Implications of the Professional Character of the A. A. U. P.," and Mr. R. B. Stewart, Controller of Purdue University, gave an interesting address entitled "Budgeting One's Income."

An invitation was received from the DePauw University chapter to hold the meeting next year at that institution and it was voted to accept the invitation. A vote of thanks was extended to the Purdue chapter for its cordial hospitality.

Chapter Activities

Ohio State University. On December 14, 1937, the Ohio State University chapter of the Association inaugurated the first of a series of discussions on problems of academic life at which some 250 members of the university faculty were present. This meeting was open to all members of the teaching staff regardless of membership and rank. Members of the local chapter of the American Federation of Teachers were especially invited to attend and participate in the meeting. The principal address of the evening was made by Professor A. J. Carlson of the University of Chicago, President of the National Association, upon the subject "Academic Anaemia and the A. A. U. P." Following Professor Carlson's address, a panel discussion took place which was presided over by Professor Roderick E. Peattie of the Department of Geography. Members of this panel discussion group were Professors Ralph W. Tyler of the Bureau of Educational Research, A. B. Wolfe of the Department of Economics, H. Gordon Hullfish of the College of Education, and Robert E. Mathews of the College of Law and also a member of the Council. An open forum followed the panel discussion which gave rise to some very lively exchanges from the floor.

In his opening remarks, Professor Carlson stressed the need for a more active professional interest in faculty-administration relationship. He said that indifference to these relations on occasion permits conditions to arise which are detrimental to all aspects of the educational process and directly destructive of the essential nature of a university. Unceasing vigilance is the price that is paid for freedom of inquiry and research, freedom of teaching within the university, and freedom of utterance and action without. Drawing upon a wealth of illuminating incident, Professor Carlson

asserted that it is only upon the strong foundation of freedom plus satisfactory conditions of tenure that a structure of real teaching can be built.

In discussing freedom of extra-mural utterance, Professor Carlson examined the special obligations which attend it. Reiterating his belief in a full exercise of such freedom of expression outside of university halls, Professor Carlson recognized the very real responsibility of the teacher to avoid abuses of the same. To meet this responsibility more effectively he suggested that thought be given to the formulation of a code of ethics which would correspond to those which have been established by the professions of law and medicine. Admitting the difficulties of such an undertaking, he was of the opinion that a heightened professional conscience should encourage an attempt along this line.

In discussing tenure, Professor Carlson asserted that no university could function properly without recognizing this principle. After a reasonable period of apprenticeship, this principle should commence to operate and be strictly adhered to. In discussing the length of apprenticeship, Professor Carlson took up the question of the role of the younger members of the profession. He pointed out that many men are from 40 to 45 years of age before they attain the rank of professor, and at that time half of their life has been spent. Careful attention should be given to these facts, he believes, and to other important considerations which may vitally affect the role of the younger members of the teaching profession, the university, and the profession as a whole. Throughout his address, Professor Carlson emphasized the desirability of working out the problems of the profession on all sides through the method of reason.

In the panel discussion Professor Tyler urged the need for more democracy in the consideration of faculty problems. He particularly emphasized the desirability of giving more responsibilities to the younger members of the faculty in working out the problems of the university. Professors Wolfe and Mathews considered other aspects of the problem of securing a more democratic procedure in administering the affairs of a large university. Problems of administrative control from the standpoint of the university at large, from the standpoint of the individual college within the university, and from the standpoint of the individual

department within the college, were discussed and the desirability for a wider faculty participation in these functions was emphasized. The necessity of awakening faculty interest in the problems of a more democratic control of university affairs was stressed. Professor Hullfish urged the necessity for faculty thinking in terms of the whole educational unit, rather than in terms of one specialized division. Professor Joseph A. Leighton of the Department of Philosophy, speaking from the floor, pointed out some of the difficulties to be encountered in any attempt to secure a more effective democracy in university affairs. Speaking from personal experience, he traced the history of an attempt to establish a constitution for one university which if it had been adopted would have insured a much wider faculty participation in university administration and possibly prevented many serious misunderstandings, as well as many energy-consuming, time-devouring, and spirit-sapping incidents, in faculty-administration relations which have contributed in no way to the well-being of the university or the success of its objectives. Professor Leighton laid the responsibility for this failure directly on the doorstep of faculty apathy.

At the close of the meeting a resolution proposed by Professor Mathews was passed authorizing the president of the local chapter to appoint a committee to examine the feasibility of a permanent faculty Committee on Policy to maintain continuous relations with the university authorities in dealing with problems of mutual concern. The chapter also plans to examine questions of teaching methodology and of indoctrination.

Kansas State College of Agriculture and Applied Science. The Kansas State College chapter has planned a series of discussions of the work and accomplishments of the Association for presentation before the several divisional faculties of the college. The first of these was delivered by Professor Robert Conover at a meeting of the General Science Division on November 2. At least two other divisions have signified their desire to have a member of the chapter on the program of a future meeting.

Other activities currently planned by the chapter include meetings to discuss the following subjects: "Teaching Competency" and "The Teacher and Participation in Politics." The first topic

was presented at a meeting of the chapter held on November 15 from the points of view of a dean, a department head, a professor, and a student.

University of Rochester. On Friday, November 5, at a dinner meeting, about 50 members of the University of Rochester chapter of the Association had the good fortune to hear Professor A. J. Carlson of the University of Chicago, President of the Association, who gave them a stirring talk on some of the vital issues of the profession.

Professor Carlson expounded his views on academic freedom and tenure, and the merits of the American Association of University Professors. His talk was followed by a lively discussion; at the close of the meeting all members concurred in the opinion that Professor Carlson's visit had started the Rochester chapter on a season of most stimulating programs.

EDUCATIONAL DISCUSSION

Students, Lend Me Your Ears¹

By Harold L. Ickes

The pleasure of this opportunity to address fellow alumni of an Alma Mater that has grown dearer and more revered as the years have passed is indeed great. I cherish this occasion, not because I have any particular wisdom to disclose, but because there is a question that has been pressing itself upon me for some time, a question that is as important to you as it is to me. . . .

. . . Here it is: Do the people of Chicago and the alumni and students of the University of Chicago want to maintain here on the Midway one of the greatest universities in the whole world? Or do they want a sort of super-finishing school which, after four years of intellectual regimentation, of more successful athletics than we have had, of pleasant associations in girls' clubs and men's fraternities, turn out, in neat little packages, all bearing identical labels, a steady output of graduates who have a smattering on many subjects, have learned to write and speak good, but not too good, English, and who are prepared to go through life as pleasantly as they have gone through college?

I know what the answer of the alumni will be to this question after they have thought of it, although I am not so sure about the great City of Chicago. We alumni are proud of our University. The assurance that it ranks today as one of the two greatest universities in our country, and that it is in the select group of half a dozen of the outstanding institutions of learning in the whole world, fills our hearts with pride. Nor are we content even to share the front rank either in America or in the world with any other university. We want to be first. . . .

. . . It is all very well to harbor a secret pride in our illustrious

¹ Address prepared for delivery before the Alumni Assembly of the University of Chicago, June 5, 1937. The paper was read in Mr. Ickes' absence by Professor Charles E. Merriam.

Alma Mater; it is all very well even to pray in the secrecy of our chambers for her continued success. But what Chicago needs are fighting alumni, men and women who in serried ranks will bear down upon those who traduce our university, those who would make it difficult for her to achieve her great destiny. In this connection, may I ask why so many alumni voices were silent when Chicago was last under fire, a bitter enflaming fire in which poison gas bombs predominated. I wondered at that time and I have wondered since. And my wonder is all the greater when I reflect that there are enough alumni in the Chicago area alone to assure fair consideration for and respectful treatment of their university, whatever local issue may be raised.

I have never had much interest in those who run with the tide regardless of whether the tide is headed in the right direction or not. I suppose that even among college graduates we must expect to find those who, if they have convictions upon fundamental questions, lack the courage in the face of opposition to fight for those convictions. But can it be that there is either man or woman who has gained outlook and insight and inspiration on this campus who can believe that this university, or any other, can be great and at the same time be the timid handmaiden of whatever the existing social and economic order may be?

A university can be great only in the degree to which it is left free to search for the truth, wherever it may be found, and, having discovered it, to proclaim it. A university can not be great if it padlocks its doors to truth. Not only American civilization but civilization generally rests fundamentally upon the principles of a right of free assemblage, of a free press and free speech within which is included academic freedom. Of these rights the most important, at least to a university such as this, is academic freedom. And we must bear in mind, as was said by Joseph Wood Krutch, in a recent issue of *The Nation*, that "you can not give freedom to truth without giving a certain latitude to error, and the attempt to distinguish too precisely between liberty and license always means that liberty itself is infringed."

There are those who, under the hypocritical pretense of preserving our institutions from communism—those persons are usually as silent as the grave on the subject of a more threatening fascism—

are really interested in suppressing, or at least in modifying, these essential freedoms, the exercise of which has made America what it is. To quote Mr. Charles P. Taft, they cease to "remember that traditions were once innovations; that the Constitution itself was close to revolutionary in its day!" They denounce as "subversive" even a moderate suggestion that our social and economic order might conceivably be improved. A mild dissident from their extraordinarily moldy conservatism is nothing less than a communist or a red. To such persons I commend careful consideration of what Mr. Taft said further in his address on April 22 before the Continental Congress of the Daughters of the American Revolution: "Neither can you get anywhere by . . . damning fascist dictators, or painting red networks of communism across every evening sky."

I do not suppose that there ever was a time when any proposed departure from *laissez faire* was not denounced as dangerous, as radical, as subversive of the established order. Yet after all, progress has always been a departure from the well-beaten road, a variation from *laissez faire*. Since life can not stand still, it must either go forward or backward. And who, even among the professional "viewers with alarm," would have it go backward?

Of course there are radicals, extreme ones, but even so far as extreme radicals are concerned, I believe in the British system of letting them blow off steam as they are encouraged to do in Hyde Park, in London, insisting, however, that they may not say or do anything inciting to the overthrow of the government by violence. Short of this, every man under the American theory of organized society is well within his natural rights in criticizing the government to his heart's content even if his criticism be without basis either in fact or in theory.

Excluding those who are extreme but regarding those as radicals who in any degree want to improve the existing social and economic order, then all of us ought to encourage radicalism and be willing ourselves to be regarded as radicals. Be it remembered that the founder of Christianity was in quite sharp dissent with the *laissez faire* of his day. His radicalism brought him to the final agony of the cross. The radicals who forced King John to sign the Magna Charta were English barons. Our revolutionary forefathers were

radicals. Abraham Lincoln, in overturning an economic system even at the cost of the greatest fratricidal war in all history, a system that was sanctioned and buttressed by the very Constitution itself, was a radical. He was regarded by many of his contemporaries as a radical of the dangerous sort and from their point of view this characterization can be understood. President Harper was a radical when he founded this University, and President Hutchins was no less a one when he conceived of the "new plan" which other colleges throughout the country are flattering him by adopting as fast as they can.

I could go on with an enumeration of radicals whose names stand out in the history of the civilized world because they have earned honored places on the pages of that history by insisting on modifications and improvements in our social order—radicals in their own time but long since come to be regarded as moderates and conservatives. Such a list would be many times longer than the "begat" chapters in the First Book of the Chronicles. But I will spare you any further enumeration for the reason that I realize that the man who sees a "red" in every college professor or in every man in public life who favors even a slight change in our accustomed mores, has a mind as closed to reason as is the mind of a child who has been brought up on ghost stories, impervious to the suggestions that there are no ghosts. Of course, I do not suppose for a moment that there is any alumnus of our Chicago who has not left a little chink in his mind open for whatever light may reach toward it. Nevertheless, I do hope that there are *some* undergraduates present.

No university can call itself great unless it is a laboratory for the searching out and the testing of ideas and theories that conceivably might affect our civilization, either for good or for ill. So far as the human mind can do it, the true must be separated from the false, the dross from the gold. If a university is not equipped to do these things, or if, possessing the equipment, it has not the courage to do them; if it is persuaded that a modification of some social, economic, or scientific theory has been proved to be due, but through timidity refrains from urging that modification, then it is not worthy to be called a university at all.

No more than the United States, in the language of the immortal

Lincoln, could exist "half slave and half free" can a university exist intellectually bound and free. To an institution of higher learning, sclerosis of the mental processes is death. Not only must a university be free, it must be kept vigorous and fresh by the frequent infiltration of new ideas and new courage. As a means to accomplish this necessary end, I would not venture to suggest that a university should have a compulsory retiring age for members of its faculty, although I understand that Chicago has worked on this principle for many years with great benefit to its faculty and to itself, from which it might be deduced that on the average it is better for professors to retire at a certain age in order to make room for younger men. But, of course, this sound rule must be strictly limited to college professors, bank and railroad presidents, and heads of great industrial and business enterprises.

If Chicago is great, it is because it has been free; because it has had both the conviction and the courage to fight back those who would shutter her mind to new ideas and make of her an institution for the turning out of purely conventional and conventionalized intellectual goods. As one alumnus, I would do homage to those able and brilliant scholars who have kept and who insist on keeping, the University of Chicago in the front rank of the great universities of the world. But even more than I praise the ability and the brilliance of these scholars, I acclaim their high courage in fighting back the dark forces of reaction even when they advance under formidable leadership.

Nor am I unconscious of the backing that the faculty has had of an able board of trustees when the witch hunters and the red baiters have been abroad in the land. We alumni also are proud of the vision and the courage of these business and professional men who have stood in the trenches alongside of the professors when the enemy has been exploding its poison gas bombs. I know that I speak for every right-minded former student of this institution when I take the liberty of assuring the faculties and the board of trustees that we are interested enough in our Alma Mater and proud enough of her to rally to any call that may come to us to support her and to encourage her in her ambition and determination to continue, as a spiritually free institution, to rank with the most outstanding universities in the world. . . .

Columbia University Catalogue, 1937-1938¹

By Sidney Alten

Last week I wrote to Columbia University for information about their courses of study. Since I had not been specific, they sent me the 117 different catalogues and circulars which list the courses given by Columbia University in the coming winter and spring sessions.

The first I noticed was English C—Composition. It is prescribed for all candidates for a degree from Columbia College. "The standard of the requirement in English C is, roughly speaking, ability to write 500 words an hour of logical, clear and correct English." There is also Analysis of the Printed Word—a one-year course designed to teach the students at the university how to read. It might be credited towards a master's degree or a doctorate. Six of the more specialized courses teach the students how to write a letter. There is English for Beginners as well. Very worth while is English eZ1, a one-year course "designed for mature students who spell badly." Medical Terminology would enable me to talk to laymen as though I were a profoundly studious member of the medical profession—long a secret ambition of mine. After a year's apprenticeship in Introduction to Verse Writing, I might be promoted to the more advanced course, The Writing of Poetry.

I have a scanty reading knowledge of two modern foreign languages and would like to know others. However, it will require thoughtful consideration to make an optimum selection from among the elementary and advanced language courses available: Ethiopic, Dutch, Wenli, Old and Middle Irish, Rumanian, Welsh, Japanese, Greek Russian, Anglo-Saxon, Avestan, Hebrew, Assyrian, Aramaean, Czech, Persian, Classic, Medieval and Vulgar Latin, Armenian, Sanskrit, Hungarian, Middle High German, Old High German, Intermediate German, Arabic, Lithuanian, Phoenician, Ukranian, Albanian, Finnish, Polish, Old Icelandic.

To my mind, psychology more than any other social "science" has seemed *ad captandum vulgos*. The following courses, however, indicate that it has grown into a science of infinite factual de-

¹ Reprinted from *School and Society*, Vol. XLVI, No. 1189, October 9, 1937.

tail and fabulous proportions: Differential Psychology, Comparative Psychology, Dynamic Psychology, Applied Psychology, European Psychology, Educational Psychology, Qualitative Experimental Psychology, Quantitative Experimental Psychology, Experimental Comparative Psychology, General Psychology, Clinical Psychology, Advanced Psychology, Racial Psychology, Gestalt and Organismic Psychology, Developmental Psychology, Business and Vocational Psychology, Contemporary Psychology, Comparative Psychology, Social Psychology, Physiological Psychology. I believe an orientation course in Psychology of Psychology would be extremely valuable.

There is: Psychology of Infant Behavior, Psychology of Thought and Skill, Psychology of Values, Psychology of Personality, Psychology of the Creative American, Psychology of Emotion and Motivation, Psychology of Conduct, Social Psychology of American Culture, Child Psychology (from birth to six years), Child Psychology (from six to twelve years), Psychology of Individual Adjustment, Psychology of Social Change, Psychology of Adult Learning, Psychology of Secondary School Subjects, Psychology of the Elementary School Subjects, Psychology of Skills, Psychology of Adolescence, Psychology of Exceptional Children, Psychology of Gifted Children, Psychology of Advertising, Psychology of Advertising and Selling, Psychology of Salesmanship, Psychology and Ethnology, Psychology of Music Education, Psychology of the Arts, Psychology of Art, Psychology of Art and Music, Psychology of Music Education. There is also the significant course, Animal and Human Learning.

As relaxation from more exhausting studies, I may take French Illuminated Manuscripts from the Seventh to the Thirteenth Century, which is given at the private Pierpont Morgan Library, or I may take the one-year course immediately following it in the catalogue, Fine Arts of Motion Pictures, which is given at the Modern Art Film Library Projection Room. I believe the estheticism of this latter course is superior to that of Photoplay Appreciation. It might also be advisable for me to register in Methods in Relaxation.

The cultural courses strongly appeal to me. Current unpleasantness in the Far East and in the Iberian peninsula have stimulated a wide demand for Japanese Civilization and Spanish Civilization.

Eleven departments are cooperating to give the Culture of Spain. The Culture of Germany is not being given in 1937-38. However, there are: Cultural History of the Armenians, Development of Hungarian Culture and Literature, Culture and Civilization of India and Iran, The Culture of Lithuania.

I would like to work for a Master of Science in the Graduate School of Journalism. All told, the school has three courses this spring. Unfortunately, "Students unable to typewrite and write English correctly will not be admitted."

Taking lessons in the crawl, back crawl, breast stroke, side stroke and fundamentals of diving—Physical Training 59—would please me immensely. But I would find many of the other physical education courses of indifferent interest: Tap Dancing (elementary, intermediate and advanced); Tumbling, Pyramids and Stunts; Golf, Fencing, Archery, Badminton, Handball, Tennis, Football, Basketball, Baseball, Soccer, Speedball, First Aid, Modern Dancing, Dalcroze Eurythmics, or Physical Training X1-X2, Sec II (suitable for "fallen arches, weak and painful feet, weak abdominal muscles, indigestion, constipation, overweight, underweight, sleeplessness, poor circulation, weak heart; or for those who desire to learn exercises to do at home").

I shall register for the glee club, Music 107M, and "contribute to the musical and social life of the college." Were I more musically minded I would earn additional credits by taking lessons in Voice, Organ, Violin, Piano, Orchestral Instruments, Band, Conducting, Song Writing. T. C. Music 135-136 should be of especial enjoyment. It requires attendance Saturday nights "at a wide variety of concerts and recitals in New York City. . . . The special fee covers the cost of tickets to all required performances." Laboratory Work in Care and Repair of the Piano is obviously outside the scope of my musical interests.

The older sightseeing courses, Topography and Monuments of Attica and Athens, and Topography and Monuments of Pompeii, Herculaneum and Ostia do not appeal to me half so much as the course covering the topography and monuments of New York City. In all-day excursions (for as many as four weeks if one chooses), one can visit the most interesting places in New York City—Empire State Building, Subways, Hospitals, Sewage Plants.

Radio City, Staten Island, Palisades, etc., etc. Classroom discussions and quizzes will ensure the teacher that the sites and sights are fully appreciated and enjoyed. A similar course is offered in the Berkshire Hills at Interlaken Inn, Lakeville, Connecticut (enrolment limited), for those who do not like the city.

Miscellaneous courses for which I hope to be able to register at some time include: Biology Applied to Physiology, Publicity for Libraries, Choral Speaking, Rhythmics, Atmosphere and Weather Study for Teachers, Internal Statistics.

I have suggested a number of courses to my wife (of late we have had some slight culinary and budgetary differences of opinion): Art and Science of Cookery (lectures and discussions); The Home: Its Management and Organization; Family Social Relations; The Economics of Clothing Consumption; Clothing Reclamation. She sharply resented my well-intentioned suggestions. The Clothing Reclamation course she kept recalling to me for long afterwards.

However, she was interested in Sugar Cookery; Etiquette Hospitality, and Social Usage, Table Service and Decorations; Cookery for Simple Entertainment; Costume Selection, Furniture Appreciation, Home Decoration and Furnishing. Naturally, she would not take the course in Household Employment; our ménage is still too simple. Last night, when I blew out a fuse trying to repair our bedroom lamp she suggested that I enrol in the Department of Household Engineering for: Introductory Household Engineering, Simple Tests of Household Appliances, Advanced Household Engineering, Research in Household Engineering. She was kind enough to omit the one-year course, Household Engineering 225-226—Research in Housewifery.

How to Detect Propaganda¹

We are fooled by propaganda chiefly because we don't recognize it when we see it. It may be fun to be fooled but, as the cigarette ads used to say, it is more fun to know. We can more easily recog-

¹ Reprinted from *Propaganda Analysis*, Vol. 1, No. 2, Nov., 1937, published by the Institute for Propaganda Analysis, 132 Morningside Drive, New York City.

nize propaganda when we see it if we are familiar with the seven common propaganda devices. These are:

1. The Name Calling Device
2. The Glittering Generalities Device
3. The Transfer Device
4. The Testimonial Device
5. The Plain Folks Device
6. The Card Stacking Device
7. The Band Wagon Device

Why are we fooled by these devices? Because they appeal to our emotions rather than to our reason. They make us believe and do something we would not believe or do if we thought about it calmly, dispassionately. In examining these devices, note that they work most effectively at those times when we are too lazy to think for ourselves; also, they tie into emotions which sway us to be "for" or "against" nations, races, religions, ideals, economic and political policies and practices, and so on through automobiles, cigarettes, radios, toothpastes, presidents, and wars. With our emotions stirred, it may be fun to be fooled by these propaganda devices, but it is more fun and infinitely more to our own interests to know how they work.

Lincoln must have had in mind citizens who could balance their emotions with intelligence when he made his remark: ". . . but you can't fool all of the people all of the time."

Name Calling

"Name Calling" is a device to make us form a judgment without examining the evidence on which it should be based. Here the propagandist appeals to our hate and fear. He does this by giving "bad names" to those individuals, groups, nations, races, policies, practices, beliefs, and ideals which he would have us condemn and reject. For centuries the name "heretic" was bad. Thousands were oppressed, tortured, or put to death as heretics. Anybody who dissented from popular or group belief or practice was in danger of being called a heretic. In the light of today's knowledge, some heresies were bad and some were good. Many of the pioneers of modern science were called heretics; witness the

cases of Copernicus, Galileo, Bruno. (See "A History of the Warfare of Science with Theology," Andrew Dickson White, D. Appleton & Co.) Today's bad names include: Fascist, demagogue, dictator, Red, financial oligarchy, Communist, muck-raker, alien, outside agitator, economic royalist, Utopian, rabble-rouser, trouble-maker, Tory, Constitution wrecker.

"Al" Smith called Roosevelt a Communist by implication when he said in his Liberty League speech, "There can be only one capital, Washington or Moscow." When "Al" Smith was running for the presidency many called him a tool of the Pope, saying in effect, "We must choose between Washington and Rome." That implied that Mr. Smith, if elected President, would take his orders from the Pope. Recently, Mr. Justice Hugo Black has been associated with a bad name, Ku Klux Klan. In these cases some propagandists have tried to make us form judgments without examining essential evidence and implications. "Al Smith is a Catholic. He must never be President." "Roosevelt is a Red. Defeat his program." "Hugo Black is or was a Klansman. Take him out of the Supreme Court."

Use of "bad names" without presentation of their essential meaning, without all their pertinent implications, comprises perhaps the most common of all propaganda devices. Those who want to *maintain* the status quo apply bad names to those who would change it. For example, the Hearst press applies bad names to Communists and Socialists. Those who want to *change* the status quo apply bad names to those who would maintain it. For example, the *Daily Worker* and the *American Guardian* apply bad names to conservative Republicans and Democrats.

Glittering Generalities

"Glittering Generalities" is a device by which the propagandist identifies his program with virtue by use of "virtue words." Here he appeals to our emotions of love, generosity, and brotherhood. He uses words like truth, freedom, honor, liberty, social justice, public service, the right to work, loyalty, progress, democracy, the American way, Constitution defender. These words suggest shining ideals. All persons of good will believe in these ideals. Hence the propagandist, by identifying his individual group, na-

tion, race, policy, practice, or belief with such ideals, seeks to win us to his cause. As Name Calling is a device to make us form a judgment to *reject and condemn*, without examining the evidence, Glittering Generalities is a device to make us *accept and approve*, without examining the evidence.

For example, use of the phrases, "the right to work" and "social justice" may be a device to make us accept programs for meeting the labor-capital problem which, if we examined them critically, we would not accept at all.

In the Name Calling and the Glittering Generalities devices, words are used to stir up our emotions and to befog our thinking. In one device "bad words" are used to make us mad; in the other "good words" are used to make us glad. (See "The Tyranny of Words," by Stuart Chase, in *Harpers Magazine* for November, 1937).

The propagandist is most effective in use of these devices when his words make us create devils to fight or gods to adore. By his use of the "bad words," we personify as a "devil" some nation, race, group, individual, policy, practice, or ideal; we are made fighting mad to destroy it. By use of "good words," we personify as a god-like idol some nation, race, group, etc. Words which are "bad" to some are "good" to others, or may be made so. Thus, to some the New Deal is "a prophecy of social salvation" while to others it is "an omen of social disaster."

From consideration of names, "bad" and "good," we pass to institutions and symbols, also "bad" and "good." We see these in the next device.

Transfer

"Transfer" is a device by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he would have us accept. For example, most of us respect and revere our church and our nation. If the propagandist succeeds in getting church or nation to approve a campaign in behalf of some program, he thereby transfers its authority, sanction, and prestige to that program. Thus we may accept something which otherwise we might reject.

In the Transfer device symbols are constantly used. The cross

represents the Christian Church. The flag represents the nation. Cartoons like Uncle Sam represent a consensus of public opinion. Those symbols stir emotions. At their very sight, with the speed of light, is aroused the whole complex of feelings we have with respect to church or nation. A cartoonist by having Uncle Sam disapprove a budget for unemployment relief would have us feel that the whole United States disapproves relief costs. By drawing an Uncle Sam who approves the same budget, the cartoonist would have us feel that the American people approve it. Thus, the Transfer device is used both for and against causes and ideas.

Testimonial

The "Testimonial" is a device to make us accept anything from a patent medicine or a cigarette to a program of national policy. In this device the propagandist makes use of testimonials. "When I feel tired, I smoke a Camel and get the grandest 'lift.'" "We believe the John Lewis plan of labor organization is splendid; C. I. O. should be supported." This device works in reverse also; counter-testimonials may be employed. Seldom are these used against commercial products like patent medicines and cigarettes, but they are constantly employed in social, economic, and political issues. "We believe that the John Lewis plan of labor organization is bad; C. I. O. should not be supported."

Plain Folks

"Plain Folks" is a device used by politicians, labor leaders, business men, and even by ministers and educators to win our confidence by appearing to be people like ourselves—"just plain folks among the neighbors." In election years especially do candidates show their devotion to little children and the common, homey things of life. They have front porch campaigns. For the newspaper men they raid the kitchen cupboard, finding there some of the good wife's apple pie. They go to country picnics; they attend service at the old frame church; they pitch hay and go fishing; they show their belief in home and mother. In short, they would win our votes by showing that they're just as common as the rest of us—"just plain folks"—and, therefore, wise and good. Business men often are "plain folks" with the factory hands. Even dis-

tillers use the device. "It's our family's whiskey, neighbor; and neighbor, it's your price."

Card Stacking

"Card Stacking" is a device in which the propagandist employs all the arts of deception to win our support for himself, his group, nation, race, policy, practice, belief, or ideal. He stacks the cards against the truth. He uses under-emphasis and over-emphasis to dodge issues and evade facts. He resorts to lies, censorship, and distortion. He omits facts. He offers false testimony. He creates a smoke-screen of clamor by raising a new issue when he wants an embarrassing matter forgotten. He draws a red herring across the trail to confuse and divert those in quest of facts he does not want revealed. He makes the unreal appear real and the real appear unreal. He lets half-truth masquerade as truth. By the Card Stacking device, a mediocre candidate, through the "build-up," is made to appear an intellectual titan; an ordinary prize fighter a probable world champion; a worthless patent medicine a beneficent cure. By means of this device propagandists would convince us that a ruthless war of aggression is a crusade for righteousness. Some member nations of the Non-Intervention Committee send their troops to intervene in Spain. Card Stacking employs sham, hypocrisy, effrontery.

The Band Wagon

The "Band Wagon" is a device to make us follow the crowd, to accept the propagandist's program en masse. Here his theme is: "Everybody's doing it." His techniques range from those of medicine show to dramatic spectacle. He hires a hall, fills a great stadium, marches a million men in parade. He employs symbols, colors, music, movement, all the dramatic arts. He appeals to the desire, common to most of us, to "follow the crowd." Because he wants us to "follow the crowd" in masses, he directs his appeal to groups held together by common ties of nationality, religion, race, environment, sex, vocation. Thus propagandists campaigning for or against a program will appeal to us as Catholics, Protestants, or Jews; as members of the Nordic race or as Negroes; as farmers or as school teachers; as housewives or as miners. All the artifices

of flattery are used to harness the fears and hatreds, prejudices and biases, convictions and ideals common to the group; thus emotion is made to push and pull the group on to the Band Wagon. In newspaper articles and in the spoken word this device is also found. "Don't throw your vote away. Vote for our candidate. He's sure to win." Nearly every candidate wins in every election—before the votes are in.

Propaganda and Emotion

Observe that in all these devices our emotion is the stuff with which propagandists work. Without it they are helpless; with it, harnessing it to their purposes, they can make us glow with pride or burn with hatred, they can make us zealots in behalf of the program they espouse. As we said in our first letter, propaganda as generally understood is expression of opinion or action by individuals or groups with reference to predetermined ends. Without the appeal to our emotion—to our fears and to our courage, to our selfishness and unselfishness, to our loves and to our hates—propagandists would influence few opinions and few actions.

To say this is not to condemn emotion, an essential part of life, or to assert that all predetermined ends of propagandists are "bad." What we mean is that the intelligent citizen does not want propagandists to utilize his emotions, even to the attainment of "good" ends, without knowing what is going on. He does not want to be "used" in the attainment of ends he may later consider "bad." He does not want to be gullible. He does not want to be fooled. He does not want to be duped, even in a "good" cause. He wants to know the facts and among these is included the fact of the utilization of his emotions. . . .

For a Fearless Faculty¹

One of the traditional attitudes assumed at Cornell, as well as at many other large universities, is that a professor ought not interject much of his personal interpretation into a lecture or a classroom discussion. No belief could be more fallacious, or more opposed to the immediate purpose of education.

¹ An editorial reprinted from *The Cornell Daily Sun*, March 4, 1937.

When a few professors, however, do attempt to minimize this attitude in the endeavor to interpret their work in relation to specific modern problems, principally political and economic, they are branded and classified as dangerous and undesirable. None of us who is at all interested in the problem of improving education can ever forget the ridiculous and insipid charges made last year and this year against some of our better known professors. Nor was it long ago when Senator McNaboe startled the educational world by labeling Cornell as a hotbed of radicalism.

Lest we seem to be ill-informed we do acknowledge that some faculty members give the students the benefit of their opinion; but there is room for so much more. We do not advocate one particular doctrine or another, but we do advocate that the students take up some beliefs and convictions which they would be willing to defend in an intellectual combat. To assist the students, we exhort the professors to enter the lists.

To those who may think that the students may succumb to a pernicious doctrine, in one field or another, we have only this to say. The purpose of education in the first place is to provide students with the meat and method by which they may live better lives. To exclude arbitrarily the opinion of an authority is the mask of intellectual starvation.

In the various departments at Cornell there are many courses which can easily be revitalized. And increasingly large numbers of students are admitting that it is a waste of time to attend the stock lectures which only repeat what can be found in textbooks. More and more students want the objective facts correlated with problems of current interest. The classroom is patently the proper place for just such correlation. The professors are just as patently the persons to direct that correlation.

REVIEWS

The Folklore of Capitalism, by Thurman W. Arnold. New Haven: Yale University Press, 1937. Pp. vii, 400. \$3.00.

This penetrating and amusing volume is an attempt to gain a realistic understanding of the unconscious hypocrisy that pervades the public mind. In it Professor Arnold of the Yale Law School throws new light upon the difficulties of attaining objectivity in the discussion of social issues. He analyzes the influence of the emotional content of our slogans and ideals upon our ways of dealing with current social problems. He includes numerous illustrations of our subservience to modern folklore. Few escape the lash of the author's satire. Liberals and conservatives alike are mercilessly psychoanalyzed.

Those who have read the author's *Symbols of Government* will know what to expect. Although the present volume is more mature in its analysis and more constructive in its conclusions, it is essentially an extension of the application of the original thesis to a broader field. The central theme of both books may be summarized as follows: We invest our social institutions with creeds, principles, and ideals, which seem to us to be all-important. These creeds often do not represent a realistic conception of the actual nature, functions, and possible obsolescence of the institutions. If these institutions are to fulfill their essential functions, their operation must often be contradictory to their creeds. Since as a people, we make a fetish of intelligence and logic, we unconsciously refuse to recognize the inconsistencies which arise between social problems and our creeds. We cling to our ideals, unmindful of practical needs, and refuse to take the steps necessary to remedy our problems whenever these steps conflict with our cherished principles. Individuals who successfully accomplish a social function must sometimes sacrifice principles for results. The practical ineffectiveness of most intellectuals lies in their unwillingness to compromise with their principles. When respect-

able people refuse to perform needed functions those who are less respectable but more realistic must do so.

This thesis, which in the earlier book was applied chiefly to the field of jurisprudence, is here applied to the general field of the social sciences. The value of the book lies chiefly in its wealth of illustrative detail. In the final chapter the author, apparently recognizing his own need for a creed, crystallizes his views by setting forth twenty-four principles of political dynamics, "a science of the diagnosis of maladjusted organizations." The following is the so-called "principle" of most general interest to educators: "The fact that rigorous dialectic and the so-called intellectual skills are not effective in organization is not a condemnation of intellectuals. The intellectuals symbolize the dreams of mankind of an ordered world. They help to create intellectual order out of the tangled folklore of the time. They are the makers of policy and the formulators of principles in situations where the public demands slogans."

Social scientists in reading this book will be forced to ask themselves, "Am I teaching myth or reality?" Even those who have been striving most consciously for objectivity will probably find that they are farther than they had realized from their goal. But the author is not addressing himself especially to social scientists. Others will find his book equally stimulating, exasperating, and amusing. Even those who are most incensed by the exposure of their cherished illusions will enjoy the duck-horse parable in the chapter on "The Traps Which Lie in Definitions and Polar Words."

Numerous exceptions might be taken to specific remarks of the author, for he consistently follows the method of over-statement. His explanations are sometimes partial and over-simplified. Some who read this book may class it as impertinent exaggeration, but many will find that it has profoundly influenced their thinking on political, economic, and social questions. Probably no reader can emerge from it with his habits of thought unscathed.

Academic Procession, by James Reid Parker. New York: Harcourt, Brace and Co., 1937. Pp. x, 281. \$2.00.

Academic Procession by James Reid Parker is a study of life in an American college. "Study" is a heavy word to apply to fiction, and this book certainly is not heavy; but almost is it not fiction. The author wanders through classroom and committee-room and college office and faculty home; glimpses athletic field and dance floor and campus club in an effort to picture with intimacy and truth that strangest of all academic phenomena—the American residential college.

Among those writers who have attempted to describe college life, some have stood outside looking in, and some inside looking about them. Among the former too many have viewed the scene with envy or contempt or with a certain condescension. Among the latter, most have themselves been too greatly influenced by the very forces they seek to define. Mr. Parker has dwelt intimately within several colleges, and yet has gained some sense of detachment by reason of experiences outside the walls, and he should come as near as anyone can to the painting of a truthful picture.

Sargeant once admitted that the best portraiture is, of necessity, caricature. The painter selects outstanding characteristics and exaggerates them; and the beholder viewing a portrait of Gladstone will say, "What a wonderful likeness! Look at that nose! I would recognize it anywhere." Mr. Parker has brought together upon one campus all of those professorial eccentricities, whimsicalities, and frailties which are too likely to result from prolonged academic experience; and those of us who know any college intimately are likely to chuckle or sigh, "Look at that absent mindedness, or that pedanticism, or that primness, preciseness and preciousity! Isn't that just like old So-and-So? I would recognize him anywhere. Listen to that campus gossip! Doesn't it remind you of when—?" The fact that no one college could possibly assimilate all these eccentrics at one time does not greatly trouble us.

Yet even in his accenting of our frailties, this author is a humorous and kindly castigator. He is not the Judas that some other writers have proved themselves to be, betraying their faculty friends for thirty pieces of royalty. He does not foul his own nest in order to conform to popular notions of college life. He does not

melodramatize the extra-curricular activities as the movies have done; or seek out psycopathic cases and call them typical, after the fashion of a few late realists; but he glances into classrooms and listens at committee-room doorways, and attends faculty teas, and overhears those portentous little conferences between the president and a difficult professor, or a dean and a difficult student; and of course he listens and peers only when he knows it will be most worth while.

Academic Procession is a succession of sketches of college life, threaded together by having all incidents occur at the same imaginary college; members of the same faculty appear and re-appear, touching each other's lives socially and professionally. But the book may be opened at any point and the professorial reader who picks it up might readily find himself glancing first at the list of chapter titles and then turning at once to that one which promises to touch him most intimately. Yet I suspect that whoever begins it in this way and visits about among its pages will sooner or later turn back to page one and read it through.

Your reviewer is himself a college professor, and he read the book first of all with quiet enjoyment and a succession of small internal chuckles as he recognized old Professor So-and-So, and Dean Thingummy, and a certain young instructor who is a thorn in the flesh. At the same time he grieved a little at the necessity of over-emphasizing frailties and foibles, though he realizes that without such over-emphasis the book would never sell.

College is a social grouping which brings together a large number of specialists; and only the strongest of personalities among specialists avoid oddity! It forces a fantastic variety of responsibilities upon its president; only a rare personality could avoid acquiring some "bedside manner" or some illusion of grandeur. It brings together a crowd of young people and forces them to live together under circumstances which are socially abnormal. No wonder campus and classroom are rich fields for satire, melodramatization and burlesque. *Academic Procession* avoids these characterizations to a degree that distinguishes it beyond any other attempt of the sort up to the present time.

Union College

BURGES JOHNSON

Insurance and Annuity Plans for College Staffs, by Sherman E. Flanagan. Washington: U. S. Office of Education, 1937. Pp. 83. 10 cents.

This survey of the various insurance and annuity plans suitable for college staffs, and of the extent to which universities and colleges have availed themselves of these devices, is a useful contribution to the literature on the "forgotten man." Unable to qualify for social insurance benefits available to an increasing number of wage earners, and barred from the economic security usually enjoyed by those in the higher income groups, the college teacher belongs to the class of professionals who must fend for themselves unless they are fortunate enough to be the beneficiaries of some institution's or philanthropist's foresight.

Mr. Flanagan, with the cooperation of the United States Office of Education, sought information from 786 universities and colleges about their plans for providing protection against the effects of three major hazards of economic life—premature death, old age, and sickness and accident. Of the 642 institutions supplying data, 236, or nearly 37 per cent of the total, reported that they had no definite plans to meet emergencies as they arise because, in 50 per cent of the cases, of financial limitations. Although about one-fifth of these schools had no intention of adopting a formal plan, most of them were hopeful of doing so at some future time. Presidents and governing boards, for the most part, evinced a keen interest in providing protection for their staffs.

Among the schools having definite plans, the number of types of contingencies covered, and the dollar value of the protection given, varied widely. Only 11 institutions had comprehensive plans combining retirement benefits, group life insurance and group sickness and accident insurance; 20 combined retirement benefits and group sickness and accident insurance; and 72 combined retirement benefits and group life insurance.

More than 100 institutions, one-third of all those with definite retirement plans, assisted their teachers to purchase deferred annuities from the Teachers Insurance and Annuity Association, a stock company controlled by the Carnegie Corporation. (The facilities of the Association for both annuities and life insurance are also available to the general body of university and college

teachers in the United States, Canada, and Newfoundland.) Somewhat fewer than one-third of the retirement plans were associated with state and city retirement systems; while nearly one-sixth belonged to church pension systems. In 13 schools the old Carnegie pensions constituted the only retirement allowance.

Group life insurance contracts were in effect in 136 institutions, providing death benefits ranging from \$500 to \$10,000. Even in those institutions where the employee pays a part of the premium, his outlay per year is limited to \$7.20 for each \$1000 of coverage, thereby making the insurance attractive to the younger as well as to the older employees. These are "pure-protection" contracts and hence have no cash or loan value. If the teacher leaves the institution for any reason he may convert his insurance into an individual policy without medical examination, the premium depending upon the age of the insured and the type of policy desired.

Twenty-seven institutions had adopted group accident and sickness insurance, the cost of which was in some instances shared by the teacher. The purpose of this coverage is to provide weekly benefits for loss of earning capacity due either to sickness or to injury, to pay flat benefits for specified injuries, to provide medical and hospital fees, and, usually, to pay a principal sum in case of accidental death. These policies do not carry the conversion privilege.

The final chapter of the study is devoted to a discussion of the fundamental principles which the author believes should be followed in establishing a comprehensive program of insurance and annuities for college staffs. Any chapter of the American Association of University Professors interested in promoting economic security for its members would do well to study these principles. Some of them may be debatable, but their general tone is sound. As one ponders these principles in the light of what has actually been done to guarantee earning capacity, one can not escape the conclusion that the progress to date leaves much to be desired. When retirement allowances and disability payments are related to past earnings, and death benefits are compared with expected future earnings, the inadequacy of the typical teacher's protection will become apparent.

Ohio State University

E. L. BOWERS

Publications Received

Bibliography of Research Studies in Education, 1935-1936, by Ruth A. Gray. Washington, D. C.: United States Department of the Interior, Office of Education Bulletin, 1937. No. 6, Pp. xiv, 338. 30 cents.

Directory of Organizations in the Field of Public Administration. Chicago: Public Administration Clearing House, 1936. Pp. xii, 179. \$1.00.

Kotschnig, Walter M., *Unemployment in the Learned Professions*. London: Oxford University Press, 1937. Pp. xii, 347. \$3.50.

Parker, Francis W., *Talks on Pedagogics*. New York: John Day Co., 1937. (Reprinted). Pp. xxi, 342. \$2.50.

Umstattd, J. G., *Institutional Teacher Placement*. Detroit: College of Education, Wayne University, 1937. Pp. vii, 238. \$2.50.

Walke, Nelson S., *Traits Characteristic of Men Majoring in Physical Education*. New York: Teachers College, Columbia University, 1937. Pp. vii, 62. \$1.60.

Winslow, W. Thacher, *Youth: A World Problem*. Washington, D. C., United States Government Printing Office, 1937. Pp. xv, 138. 25 cents.

NOTES AND ANNOUNCEMENTS

Continuation of Faculty Salaries during Sick Leave and after Death¹

The Committee on University Welfare of the Northern Section of the Academic Senate of the University of California has lately completed a study of the practices followed by the more outstanding universities and colleges of the United States and Canada relative to the continuation of faculty salaries during sick leave and after death. The investigation disclosed that (1) many institutions followed no set plan or policy; (2) among those which did, a surprising lack of uniformity existed not only as to the details but also as to the general features of the plans in effect; and (3) faculty members were not much concerned with the question as to what was being done for them in this connection.

Typical of the policies followed in the payment of salaries during sick leave are: (1) the matter is left entirely in the hands of the President or the Regents or both; (2) one day's salary for each month of service after a certain designated date (say July 1, 1928); (3) two weeks' salary; (4) one month's salary; (5) two months' salary; (6) salary to the end of the semester; (7) half salary to the end of the academic year; (8) full salary to the end of the academic year; (9) in special cases full salary for a period longer than the academic year; (10) full salary during sick leave minus the cost of providing a substitute.

In case of death of a faculty member the salary was (1) automatically stopped at the date of death; (2) continued to the end of the month in which death occurred; (3) paid for fifteen days after death; (4) paid for a month after death; (5) paid at the rate of one month per year of service, but not in excess of six months.

The Committee reported that in cases involving sick leave three distinct situations were presented:

¹ This note was contributed by Professor Ira B. Cross, Chairman, Committee on University Welfare, Northern Section, Academic Senate, University of California, Berkeley.

I. A faculty member may become ill and no one can be found to conduct his courses, necessitating that they be dropped. In such cases, it was recommended that the salary be continued automatically for one month after the month in which the illness had occurred, but that in special instances, with the approval of the President and the Regents, it should be continued to the close of the semester.

II. A faculty member may become incapacitated and his colleagues voluntarily carry on his classes without extra compensation. In such cases it was recommended that he be entitled to receive full salary to the close of the semester, but that if he remained incapacitated for a longer period, an extension of sick leave privileges should depend upon specific action by the President and the Regents. It was held that if the salary of the incapacitated faculty member were cut off while his classes were being carried by his colleagues, the University would be "making money" out of his illness, and it was assumed that such a situation was not to be desired.

Usually, colleagues are willing to "carry on," and it is generally impossible for the University to meet such an emergency in any other way. It was held that if out of loyalty to the institution, the faculty members insure the University against loss of service, the University, in accordance with the spirit of mutual helpfulness which should govern its relations with the faculty, should be willing to reciprocate by permitting the faculty members to receive a measure of protection through their own cooperative endeavors.

It was felt, however, that there should be a limit to the period during which faculty members carry the classes of an incapacitated colleague. Even though the extra burden is willingly assumed, the interests of the University are bound to suffer if such service is continued for too long a time. Except in cases involving unusual circumstances, a twelve-month period was deemed to be a normal limit during which the incapacitated faculty member should receive full salary for the work performed on his behalf by his colleagues.

III. A faculty member may become ill and a substitute employed at a lower salary to conduct his courses. In such cases, it was recommended that the salary of the substitute be deducted

from the salary of the incapacitated faculty member, but that salary payments to the latter should not be continued for more than one year. Under such conditions, the University would incur no additional expense.

In all cases the Committee was opposed to the policy of making the duration of payments for sick leave dependent upon length of service, for the reason that ordinarily the faculty members carry the courses of an incapacitated colleague regardless of how many years he has served on the staff of the University.

The Committee recommended that in case of death, a month's salary should be paid to the widow or dependents, but that if the classes of the deceased were carried on by his colleagues, salary payments should then be continued until the close of the semester in which death occurred.

Subsequent to the filing of the report of the Committee with the Northern Section of the Academic Senate, the President announced: (1) that salary payments during sick leave would be at the rate of one day's salary per month of service, dating from July 1, 1929; (2) that in special cases where the classes of the member absent on sick leave are carried by colleagues without extra compensation, the President and the Regents may extend the sick leave on full pay for a period not to exceed twelve months; (3) that where a substitute is employed, his salary will be deducted from the sick leave payments to which the faculty member is entitled; and (4) that in case of death, a month's salary will be paid to the widow or dependents.

The above information is placed before the members of the American Association of University Professors in the hope that it may be helpful to other faculties which may be considering the subject of the continuation of salaries during sick leave and after death. I shall gladly answer any inquiries relative to the above matter.

National Research Council

A summary statement of the work of the National Research Council for the fiscal year, 1936-1937, was published in *Science* for October 8, 1937. The statement was prepared by Dr. Ludvig

Hektoen, Chairman, and Dr. Albert L. Barrows, Executive Secretary, of the Council.

On the calendar of the Council there are listed as in progress under special committees over 80 active projects of varying nature and significance. "For the past two years," continues the statement, "the Council has been interested in certain borderland problems lying 'in between' the regular disciplines in the major fields of science. One of these consisted of a series of conferences held by an interdivisional committee of the Divisions of Geology and Geography, Chemistry and Chemical Technology, and Physical Sciences, for the consideration of problems in the field of geology on which attack must be made by means of the methods of physics and chemistry. Several lists of borderland problems have been compiled. . . ."

"The second general subject for borderland discussions was represented by a series of conferences held for the consideration of problems involving the life sciences, medicine, biology, anthropology, and psychology."

Also among other subjects mentioned in the 1936-1937 summary are reports concerning Council fellowships and grants-in-aid.

College Entrance Examination Board

The thirty-seventh annual report of the Executive Secretary and the Bulletin of General Information have recently been received. The annual report presents the progress, condition, and work of the College Entrance Examination Board for the year ending August 31, 1937. Submitted as a part of this report are the General Report on the Scholastic Aptitude Test, and a report upon the Mathematics Attainment Test.

Candidates who wish to take examinations on April 9, 1938, as applicants for admission to college, should secure a blank form of application for examinations from the College Entrance Examination Board, 431 West 117 Street, New York City.

Candidates wishing to take examinations on April 9, 1938, in order to compete for a scholarship at an institution having this requirement must secure a blank form of application from the college offering the scholarship.

Carnegie Corporation, Annual Report

The report of President Keppel for the year ending September 30, 1937, records grants to educational institutions and organizations in the United States and British dominions and colonies for the support of library interests, fine arts, adult education, and research and publications.

Research in problems of dentistry was the largest beneficiary of grants. Out of a total of \$3,562,000 appropriated in the course of the year, \$350,000 went to the Dental School of Harvard University.

Cooperation with the Association of American Colleges

During recent months, at the request of Dr. James L. McConaughy, President of Wesleyan University and President of the Association of American Colleges, our Association has been represented at regional conferences of the Association of American Colleges held at Vassar College, Poughkeepsie, October 22-23; at Southern Methodist University, Dallas, November 1-2; and at Birmingham Southern College, Birmingham, November 3-4. Professor S. H. Slichter of Harvard University addressed the regional conference at Vassar College upon receiving an invitation direct from President McConaughy. In response to a general invitation received from President McConaughy, the officers of our Association designated Dean A. P. Brogan of the University of Texas to address the regional conference at Dallas and Professor William McGuffey Hepburn of the University of Alabama to address the group at Birmingham. All three representatives spoke on the subject: "Academic Freedom and Tenure."

American Council on Education

A grant of \$135,000 from the General Education Board for the three year support of the activities of the Committee on Motion Pictures in Education was announced December 13 in Washington by George F. Zook, president of the American Council on Education. With this grant a clearing house of information and activity on visual problems, as they relate to general education, will be

established under the direction of Charles F. Hoban, Jr., associate in motion picture education.

The Committee is made up of the following persons: John E. Abbott, Museum of Modern Art, New York City; W. W. Charters, Bureau of Educational Research, Ohio State University, Columbus; Frank N. Freeman, University of Chicago; Ben G. Graham, chairman, superintendent of schools, Pittsburgh; Mrs. B. F. Langworthy, former president, National Congress of Parents and Teachers, Chicago; and Mark A. May, director, Institute of Human Relations, Yale University.

Dates of Meetings

American Association of School Administrators, Atlantic City, New Jersey, February 26-March 3, 1938.

Occupational adjustment for youth and educational administration problems will feature joint meetings of member groups of the American Council of Guidance and Personnel Associations when they gather for annual conventions February 23 to 26 at Atlantic City. Major groups to participate include the National Vocational Guidance Association and the National Association of Deans of Women, each with three-day programs; the American College Personnel Association, the Alliance for Guidance of Rural Youth, the Western Personnel Service, the Teachers College Personnel Association, and the National Federation of Business and Professional Women's Clubs, with short programs. Other member groups of the Council are: National Federation of Bureaus of Occupations, Institute of Women's Professional Relations, Personnel Research Federation, American Association of Collegiate Registrars, and Eastern College Personnel Officers.

CONSTITUTION

Article I—Name and Object

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

Article II—Membership

1. There shall be four classes of members: Active, Associate, Emeritus, and Junior.
2. Active Members. Any university or college teacher or investigator who holds, and for two years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the two-year requirement.
3. Associate members shall include those members who, ceasing to be eligible for active or junior membership, are transferred with the approval of the Council to associate membership.
4. Any active member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus Membership.
5. Junior members shall be graduate students or persons eligible for nomination as active members except in length of service. Membership for a junior member shall not extend beyond five years.
6. Associate, emeritus, and junior members shall have the right

of attendance at the annual meetings of the Association without the right to vote or hold office.

Article III—Officers

1. The Officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually, but if in any year the terms of the President and both Vice-Presidents expire simultaneously, one of the latter may be designated by the Council to serve an additional year. The terms of the officers shall expire at the closing session of the annual meeting, or thereafter on the election of successors, except that terms of retiring members of the Council shall not expire until the close of the last session of the Council held in connection with the annual meeting.

3. The President, the Vice-Presidents, and the elective members of the Council shall ordinarily be elected by a majority vote of the active members present and voting at the annual meeting, but on request of one-third of these members a proportional vote shall be taken in the manner prescribed in Article X. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in the office of President, the First Vice-President shall succeed to the office. In case of a vacancy in any other office, the Council shall have power to fill it until the next annual meeting and such an appointee shall be eligible for continuance by election at that time.

Article IV—Election of Members

1. There shall be a Committee on Admissions, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for active and junior membership may be made

to the General Secretary of the Association by any three members of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admissions.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admissions shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

5. On fulfilling the requirements of Article II, a junior member may, on recommendation of the Committee on Admissions, be transferred to active membership.

Article V—The Council

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. On recommendation of the Council a former General Secretary of the Association who has held that position for ten years or more may by vote of the Association at the annual meeting be elected a life member of the Council. The President shall act as chairman of the Council. It shall have power to accept gifts of funds for endowment or current expenditures of the Association.

2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the annual and of any special meetings of the Association. It shall present a written report to the Association at the annual meeting. It shall have authority to delegate specific responsibility to an Executive Committee of not less than six members including the President and the First Vice-President, and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law II.)

3. Meetings of the Council shall be held in connection with

the annual meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

Article VI—By-Laws

By-Laws may be adopted at any annual meeting of the Association.

Article VII—Dues, Termination of Membership

1. Each active member shall pay four dollars and each associate or junior member shall pay three dollars to the Treasurer as annual dues, and no member who is in default shall be qualified to exercise any privileges of membership.

2. Emeritus members shall pay no dues.

3. Non-payment of dues by an active, associate, or junior member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefor, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

Article VIII—Periodical

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.

Article IX—Amendments

1. The Constitution may be amended by a two-thirds vote of the active members present and voting at any annual meeting, provided that on the request of one-third of these members a proportional vote shall be taken in a manner provided in Article X; and provided further that written notice of any proposed amend-

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

ment shall be sent to the General Secretary by five members of the Association not later than two months before the annual meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the annual meeting.

Article X—Annual Meeting

The Association shall meet annually at such time and place as the Council may select. The active members of the Association in each chapter may elect one or more delegates to the annual meeting. At the annual meeting all members of the Association shall be entitled to the privileges of the floor, but only active members to a vote. Questions shall ordinarily be determined by majority vote of the active members present and voting, but on request of one-third of these members a proportional vote shall be taken. When a proportional vote is taken, the accredited delegates from each chapter shall be entitled to a number of votes equal to the number of active members in their respective chapters, but any other active member not included in a chapter thus represented shall be entitled to an individual vote. In case a chapter has more than one delegate, the number of votes to which it is entitled shall be equally divided among the accredited delegates present and voting. The manner of voting at a special meeting of the Association shall be the same as for the annual meeting.

Article XI—Chapters

Whenever the active members in a given institution number seven or more, they shall constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer, and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter. In case of failure of any Chapter to elect the officers above provided for, the President, General Secretary, and Treasurer of the Association shall have power to appoint, from among the members of the Association connected with the institution concerned, officers for the Chapter in question.

BY-LAWS

1. *Nomination for Office.*—After each annual meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next annual meeting. Before submitting his nominations for the Nominating Committee to the Council for approval the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from chapters or members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington Office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an active member connected with an institution located in that one of ten designated geographical districts formed on the basis of approximately equal active membership, in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, giving due regard to fields of professional interest, types of institutions, and suggestions received from members and from chapters, shall prepare a list of twenty nominees for Council membership, two from each of the ten districts, provided that, before the inclusion of the names on the list of nominees, the consent of the nominees is secured.

The ten districts are now as follows:

- District I: Maine, N. H., Vt., Mass., R. I., Nova Scotia, Quebec.
- District II: Conn., New York City, N. J.
- District III: Rest of N. Y., Eastern Pa. (including Wilson College on western border), Ontario.

- District IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on Eastern border).
District V: Ohio, Mich.
District VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico.
District VII: Ind., Ill., Wis.
District VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont., Manitoba, and Alberta.
District IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.
District X: Ariz., Utah, Nev., Idaho, Wash., Ore., Calif., Hawaii, British Columbia.

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations shall be reported to the General Secretary in time for publication in that issue of the *Bulletin* which is to be mailed to members of the Association not later than one month before the annual meeting. At the annual meeting, the nominations of the committee and any other nominations proposed in writing during the opening session of the meeting by ten or more active members of the Association shall be voted upon by ballot in accordance with the provisions of Art. III, Sec. 3, of the Constitution.

2. *Council Meetings.*—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meetings shall be mailed to every member two weeks in advance.

3. *Fiscal Year.*—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters.*—The Council may allow the establishment in an institution of more than one chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

5. A chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers and persons who have taught less than two years, those whose work can not be classified as teaching or research, or members of the Association who are not members of the Chapter. It may estab-

lish annual dues of one dollar or less. If it seems desirable the chapter may meet with other local organizations.

6. Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of chapters should in general act in their individual capacity as members of faculties rather than in the name of the chapter.

7. *General Secretary.*—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Associate Secretary or Assistant Secretary appointed by the Council for that purpose.

8. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 10. He shall make a report to the Association at the annual meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

9. *Salaries; Sureties.*—The General Secretary, the Associate or Assistant Secretary, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

10. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

11. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the Budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

COMMITTEES FOR 1938

Executive Committee of the Council

Chairman, Mark H. Ingraham (Math.), Wisconsin

(The personnel of this committee will be announced later in the *Bulletin*.)

Nominating Committee

(The personnel of this committee will be announced later in the *Bulletin*.)

STANDING COMMITTEES

COMMITTEE A

Academic Freedom and Tenure

Chairman, W. T. Laprade (Hist.), Duke

Eastern: Ralph E. Himstead (Law), Washington Office; J. P. Lichtenberger (Sociol.), Pennsylvania; A. O. Lovejoy (Philos.), Johns Hopkins; Holland Thompson (Hist.), City (New York).

Central: William E. Britton (Law), Illinois; A. C. Cole (Hist.), Western Reserve; DR Scott (Econ.), Missouri; Quincy Wright (Pol. Sci.), Chicago.

Southern: W. M. Hepburn (Law), Alabama; W. D. Hooper (Latin), Georgia; S. A. Mitchell (Astron.), Virginia; D. Y. Thomas (Hist.), Arkansas.

Western: A. M. Kidd (Law), California; F. M. Padelford (Eng.), Washington (Seattle); R. C. Tolman (Chem.), Calif. Inst. Tech.

COMMITTEE C

International Relations

Chairman, S. P. Duggan (Inst. Inter. Educ.), New York

R. L. Buell (Foreign Policy Assoc.), New York; L. P. Chambers (Philos.), Washington (St. Louis); P. H. Douglas (Commerce), Chicago; Ross A. McFarland (Psych.), Columbia; A. W. Mac-

Mahon (Govt.), Columbia; Eliot G. Mears (Inter. Trade), Stanford; Edwin Mims (Eng.), Vanderbilt; J. Fred Rippey (Hist.), Chicago; L. S. Rowe (Pan-American Union), Washington, D. C.; H. W. Tyler (Math.), Washington, D. C.; Quincy Wright (Pol. Sci.), Chicago.

COMMITTEE E

Organization and Conduct of Local Chapters

Chairman, G. H. Ryden (Hist.), Delaware

E. S. Allen (Math.), Iowa State; Graydon S. De Land (Rom. Lang.), Colgate; H. J. Deutsch (Hist.), Washington State; F. E. E. Germann (Chem.), Colorado; H. D. Gideonse (Econ.), Chicago; A. R. Gifford (Philos.), Vermont; F. R. Griffin (Math.), Reed; J. S. Guy (Chem.), Emory; H. M. Hosford (Math.), Arkansas; Ralph H. Lutz (Hist.), Stanford; H. W. Moseley (Chem.), Tulane; R. N. Owens (Accounting), George Washington; F. J. Tschan (Hist.), Pennsylvania State; Harvey Walker (Pol. Sci.), Ohio State; Waldemar Westergaard (Hist.), California (L. A.); D. A. Worcester (Psych.), Nebraska.

The assignment of committee responsibility is as follows:

Region 1, A. R. Gifford (University of Vermont): the New England states with the adjacent Nova Scotia and New Brunswick—1308 Active members, 24 chapters.

Region 2, Graydon S. De Land (Colgate University): New York, Quebec, and Ontario—1499 Active members, 24 chapters.

Region 3, F. J. Tschan (Pennsylvania State College): New Jersey and Pennsylvania—1143 Active members, 27 chapters.

Region 4, R. N. Owens (George Washington University): Delaware, Maryland, District of Columbia, Virginia, and West Virginia—764 Active members, 23 chapters.

Region 5, J. S. Guy (Emory University): North Carolina, South Carolina, Georgia, Florida, and Puerto Rico—549 Active members, 18 chapters.

Region 6, Harvey Walker (Ohio State University): Ohio—909 Active members, 25 chapters.

Region 7, H. D. Gideonse (University of Chicago): Indiana, Illinois, Michigan, and Wisconsin—1697 Active members, 33 chapters.

Region 8, H. W. Moseley (Tulane University): Kentucky, Tennessee, Alabama, Mississippi, and Louisiana—583 Active members, 17 chapters.

Region 9, E. S. Allen (Iowa State College): Minnesota, Iowa, Missouri, and Manitoba—940 Active members, 23 chapters.

Region 10, D. A. Worcester (University of Nebraska): North Dakota, South Dakota, Nebraska, and Kansas—525 Active members, 15 chapters.

Region 11, H. M. Hosford (University of Arkansas): Arkansas, Oklahoma, and Texas—615 Active members, 16 chapters.

Region 12, H. J. Deutsch (State College of Washington): Montana, Idaho, Eastern Washington, Saskatchewan, and Alberta—155 Active members, 4 chapters.

Region 13, F. E. E. Germann (University of Colorado): Wyoming, Colorado, Utah, and New Mexico—295 Active members, 8 chapters.

Region 14, F. R. Griffin (Reed College): Western Washington, Oregon, and British Columbia—257 Active members, 5 chapters.

Region 15, Ralph H. Lutz (Stanford University): Nevada, Northern California, and Hawaii—339 Active members, 5 chapters.

Region 16, Waldemar Westergaard (University of California at Los Angeles): Arizona and Southern California—409 Active members, 8 chapters.

COMMITTEE F

Admission of Members

Chairman, Ella Lonn (Hist.), Goucher

H. L. Crosby (Greek), Pennsylvania; B. W. Kunkel (Biol.), Lafayette; A. Richards (Zool.), Oklahoma; W. O. Sypherd (Eng.), Delaware; F. J. Tschan (Hist.), Pennsylvania State.

COMMITTEE I

University Ethics

Chairman, G. W. Stewart (Phys.), Iowa

Henry Crew (Phys.), Northwestern; G. W. Cunningham (Philos.), Cornell; John Dewey (Philos.), Columbia; W. B. Munro (Hist. and Govt.), Calif. Inst. Tech; E. A. Ross (Sociol.), Wisconsin; E. R. A. Seligman (Pol. Sci.), Columbia; J. H. Tufts (Philos.), Chicago; U. G. Weatherly (Econ.), Indiana.

COMMITTEE L

Cooperation with Latin-American Universities

Chairman, L. S. Rowe (Pan-American Union), Washington, D. C.

Frank Callcott (Rom. Lang.), Columbia; S. P. Capen (Chancellor), Buffalo; I. J. Cox (Hist.), Northwestern; S. P. Duggan (Inst. Inter. Educ.), New York; Edith Fahnestock (Ital., Span.), Vassar; John D. Fitz-Gerald (Rom. Philol.), Arizona; J. D. M. Ford (Rom. Lang.), Harvard; C. W. Hackett (Hist.), Texas; Clarence H. Haring (Latin-American Hist.), Harvard; H. G. James (President), Ohio; I. L. Kandel (Educ.), Columbia; F. B. Luquiens (Span.), Yale; J. Fred Rippey (Hist.), Chicago; E. A. Ross (Sociol.), Wisconsin; G. H. Stuart (Pol. Sci.), Stanford; Arturo Torres-Rioseco (Span.), California; Mary W. Williams (Hist.), Goucher.

COMMITTEE P

Pensions and Insurance

Chairman, H. L. Rietz (Math.), Iowa

W. W. Cook (Law), Northwestern; S. S. Huebner (Finance), Pennsylvania; A. H. Mowbray (Econ.), California; E. W. Patterson (Law), Columbia.

COMMITTEE R

Encouragement of University Research

Chairman, A. O. Leuschner (Astron.), California

E. C. Armstrong (Rom. Lang.), Princeton; Eliot Blackwelder (Geol.), Stanford; R. G. Kent (Comp. Philol.), Pennsylvania; J. L. Lowes (Eng.), Harvard; L. C. Marshall (Pol. Econ.), American; W. A. Nitze (Rom. Lang.), Chicago; W. A. Oldfather (Classics), Illinois; Joel Stebbins (Astron.), Wisconsin; C. C. Torrey (Semitic Lang.), Yale.

COMMITTEE S

Library Service

Chairman, H. B. Van Hoesen (Library), Brown

Jesse E. Adams (Educ.), Kentucky; Charlotte D'Evelyn (Eng.), Mt. Holyoke; H. G. Doyle (Rom. Lang.), George Washington; Donald B. Durham (Classics), Hamilton; T. R. Garth (Psych.), Denver; D. C. Jackson (Elec. Engin.), Mass. Inst. Tech.; R. J. Kerner (Hist.), California; O. W. Long (German), Williams; D. A. Robertson (President), Goucher; W. O. Sypherd (Eng.), Delaware; C. C. Williamson (Library), Columbia; H. A. Wooster (Pol. Sci.), Oberlin.

COMMITTEE Z

Economic Condition of the Profession

(This committee is at present being reorganized. The new personnel will be published later in the *Bulletin*.)

SPECIAL COMMITTEES

COMMITTEE B

Freedom of Speech

Chairman, A. J. Carlson (Physiol.), Chicago

Zechariah Chafee, Jr. (Law), Harvard; A. O. Lovejoy (Philos.), Johns Hopkins; W. W. Cook (Law), Northwestern.

COMMITTEE G

Author-Publisher Contracts

Chairman, J. M. Cormack (Law), Southern California

L. L. Bernard (Sociol.), Washington (St. Louis); P. L. Windsor (Library), Illinois; A. B. Wolfe (Econ.), Ohio State.

COMMITTEE J

Relation of Junior Colleges to Higher Education

Chairman, A. C. Krey (Hist.), Minnesota

H. G. Doyle (Rom. Lang.), George Washington; W. C. Eells (Educ.), Stanford; L. V. Koos (Educ.), Chicago.

COMMITTEE O

Organization and Policy

(The personnel of this committee will be announced later in the *Bulletin*.)

COMMITTEE Q

Preparation and Qualification of Teachers

Chairman, Dinsmore Alter (Statistics), Calif. Inst. Tech.

Cecil C. Craig (Math.), Michigan; Hardin Craig (Eng.), Stanford; R. A. Gortner (Agric.), Minnesota; Harold Hotelling (Econ.), Columbia; Russell P. Jameson (Rom. Lang.), Oberlin; Ida Jewett (Eng.), Columbia; Charles H. Judd (Educ.), Chicago; A. C. Krey (Hist.), Minnesota; F. H. Reinsch (German), California (L. A.); H. L. Rietz (Math.), Iowa; Lester B. Rogers

(Educ.), Southern California; F. T. Spaulding (Educ.), Harvard; K. P. Williams (Math.), Indiana.

COMMITTEE T

Place and Function of Faculties in University and College Government

Chairman, Paul W. Ward (Philos.), Syracuse

Joseph Allen (Math.), City (New York); A. J. Carlson (Physiol.), Chicago; H. S. Conard (Bot.), Grinnell; G. H. Sabine (Philos.), Cornell; Florence D. White (French), Vassar; J. W. Woodard (Sociol.), Temple.

Association Representatives

American Council on Education: R. E. Himstead (Law), Washington Office; W. W. Cook (Law), Northwestern; H. W. Tyler (Math.), Washington, D. C.

American Association for the Advancement of Science: Henry Crew (Phys.), Northwestern; S. A. Mitchell (Astron.), Virginia.

National Research Council: A. O. Leuschner (Astron.), California.

MEMBERSHIP

Membership in the American Association of University Professors is open to *all* college and university teachers from the faculties of eligible institutions, *including graduate students, graduate assistants, and instructors*. The list of eligible institutions is based primarily on the accredited list of the regional accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admissions following nomination by three present members of the Association who need not be on the faculty of the same institution as the nominee. Election can not take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms may be procured from chapter officers or by writing to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

The classes and conditions of membership in this Association as provided by the present Constitution, By-Laws, and regulations are as follows:

(a) *Active*. To become an Active member, it is necessary to hold, and to have held for two years, a position of teaching or research with the rank of instructor or higher in an eligible institution. At the discretion of the Committee on Admissions service in foreign institutions may be counted toward the two-year requirement. Dues are \$4.00 per year, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to two classes: persons who are, or within the past five years have been, graduate students in eligible institutions, or persons now teaching in eligible institutions who are qualified for nomination as Active members except in length of service. Dues are \$3.00 per year, including subscription to the *Bulletin*.

(c) *Associate*. Associate members include members who, ceasing to be eligible for Active or Junior membership, are transferred to the Associate list with the approval of the Council. Dues are \$3.00 per year, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership,

which allows exemption from dues, with receipt, if desired, of the *Bulletin* at \$1.00 per year.

(e) *Life Membership.* The Treasurer is authorized by the Council to receive applications from Active and Associate members for Life membership, the amount to be determined in each case on an actuarial basis.

Nominations for Membership

The following 138 nominations for Active Membership and 92 nominations for Junior Membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admissions if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admissions consists of Professors Ella Lonn, Goucher College, *Chairman*; H. L. Crosby, University of Pennsylvania; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

Active

Albion College, Elinor Rossbach; Alma College, Lyder K. L. Unstad; Ashland College, Doris Stout; Atlanta University, Rayford W. Logan; Battle Creek College, William V. O'Connell; Bethany College (Kansas), Emory K. Lindquist; Bethany College (West Virginia), Earl McKenzie; Brooklyn College, Alex B. Novikoff; University of California, Ferdinand D. Lessing, Howard S. Reed; University of Chicago, George G. Bogert; University of Cincinnati, Arthur G. Bills, Albert Sherman; The City College (New York), David Klein; Colgate University, James Stauffer; Colorado State College, Fred L. Poole; Converse College, Allen Raymond; Creighton University, Augustine G. Confrey, Hans F. Laas; Denison University, George H. Hand, Danner L. Mahood, Edson C. Rupp, Reginald Whidden; DePauw University, Albert E. Reynolds; Drake University, Genevieve W. Baal, Herman F. Brandt, Jesse C. Caldwell, James J. Fiderlick, Edith L. Goldmann, Delia G. Green, Lillian Hethershaw, Stanford Hulshizer, Ethel M. Jones, Lewis G. McFarland, Myra Ousley, Evelyn F. Peterson, Waunita T. Shaw, Luther W.

Stalnaker; **Duke University**, Frances C. Brown, George S. Eadie, Forrest D. McCrea, Elsie W. Martin, William F. Stinespring; **Duquesne University**, Madeleine S. Foust, Thomas P. Gaynor, Ruth Johnson; **College of Emporia**, A. Bower Sageser; **Fordham University**, James J. O'Brien; **George Washington University**, Ernest S. Shepard, Fred S. Tupper; **Georgia State Woman's College**, Elizabeth McRee; **Howard College**, Oscar S. Causey; **University of Idaho**, Jean Collette, Ellen Reierson; **Illinois State Normal University (Southern)**, Willard M. Gersbacher, O. Wendell Margrave; **University of Illinois**, Donald R. Taft, Benjamin F. Timmons; **Iowa State College**, Verne Harrison, Richard G. Wendell; **State University of Iowa**, George F. Corcoran; **James Millikin University**, Gladys C. Galligan, LeRoy C. McNabb; **University of Kansas**, John M. Jewett, Eugene A. Stephenson; **University of Kentucky**, Jasper B. Shannon; **Louisiana State Normal College**, Frederick A. Ford; **Louisiana State University**, Eugenie W. Schaffner; **McGill University**, Joseph C. Hemmeon; **Maryland State Teachers College (Towson)**, Donald I. Minnegan, E. Curt Walther; **University of Maryland**, Leonid I. Strakhousky; **University of Michigan**, Felix W. Pawlowski; **University of Minnesota**, Muriel B. Carr, Harold Deutsch, Gertrude Vaile; **New Jersey State Teachers College (Newark)**, Guy V. Bruce; **New Mexico State College**, Daniel B. Jett; **University of New Mexico**, Julia Keleher, Edwin F. Smellie, Loyd Tireman; **Northwestern University**, Frank S. Endicott, Clifford E. Erickson, William Gellermann, S. A. Hamrin, Stephen Love, James H. McBurney, Nellie MacNamara, Lee Mitchell, Paul A. Schilpp, Carl B. Spaeth; **Occidental College**, Caroline E. Hodgdon; **Ohio State University**, Howard L. Hamilton, Maude M. Slawson, I. Keith Tyler; **Oklahoma State Teachers College (Southeastern)**, Olin R. Bridgers; **University of Oklahoma**, Robert H. Erskine, Stella E. Sanders, Antonio M. dela Torre, Dixie Young; **Oregon State College**, Dorothy Bourke, Vera H. Brandon, Jeannette Brauns, Ralph Coleman, Curtis Kelley, Robert Reichart, Eleanor Spike; **Pennsylvania State College**, Kingsley Davis; **Santa Barbara State College**, Mary E. Crosswell; **Skidmore College**, Edith H. MacArthur, Jesse V. Mauzey, Nina M. Pearce, Catharine Sayton, Helen F. Tucker; **University of South Dakota**, Grace L. Beede; **Swarthmore College**, Laurence Irving, Charles G. Thatcher; **Syracuse University**, Orson A. Carnahan; **Agricultural and Mechanical College of Texas**, Albert A. Blumberg, Leland S. Paine, George W. Schlesselman, Ide P. Trotter; **Texas State College for Women**, Stella Owsley; **Texas Technological College**, T. C. Root; **University of Utah**, Joseph Lago; **Vassar College**, Ruth H. Ellis, Hannah Sasse; **Villanova College**, Edward McGrath; **Virginia State Teachers College (Harrisonburg)**, M. A. Pittman; **Wells College**, Mary Duncan; **West Virginia University**, Curtis C. Williams, Jr.; **Wheaton College**, Frances C. Cutujian, E. Dorothy Littlefield; **College of William and Mary**, Joseph C. Chandler, Victor Iturralde; **University of Wisconsin**, John P. Heironimus; **University of Wyoming**, H. T. Person, Ernest R. Schierz.

Junior

Albany College, Gilbert O. Robinson; Alma College, William M. Seaman; Battle Creek College, Grace Thomas; University of Chicago, Howard Swann; Drake University, Paul Barrus, Edward C. Breitenkamp, Dan J. Carmichael, Leland P. Johnson, William McCloy, Theodore G. Mehl, Alfred L. Severson; Duke University, Norman F. Conant, Thomas B. Coolidge; Duquesne University, Curtis Rudolph; Eureka College, Walter G. Inman; Findlay College, Harry Sarkiss, Jr.; Georgia State College for Women, Charles C. Thompson, Jr., Marjorie E. Carter, Rosalyn Gardner; University of Idaho, Velma K. Gildemeister, Harry S. Owens, Esther Segner, Branch Walker, A. Gerhard Wiens; Iowa State College, Mary J. Callahan, Philip Carpenter, Irene Fetty, Robert F. Hallock, Ruth Wheeler; James Millikin University, Edward W. Ploenges; Lincoln University (Missouri), Sidney J. Reedy; Louisiana State Normal College, Eugene P. Watson, Fay F. Rankin; Louisiana State University, Harry Capps; University of Maryland, Clarence J. Wittler; University of Minnesota, Henry H. Villard; Missouri State Teachers College (Northwest), Dwight Dorrough; Missouri State Teachers College, W. G. Shover; Muskingum College, Edith M. Stewart; Nebraska State Teachers College (Kearney), Rosemary Higgins, Paul Varg; New Mexico State College, Margaret P. Boddy; University of New Mexico, Laura M. Jarman, William E. Burk, Jr.; New Jersey State Teachers College (Newark), James P. McMurray; Northwestern University, Whit Brogan, David Fulcomer, Paul Meadows, Ernest Wrage; Norwich University, Alfred A. Skerpan; Ohio State University, Norman F. Childers, Bruce Waters; Oklahoma Agriculture and Mechanical College, Jessie C. Griffin, Carroll F. Reynolds; Oregon State College, Herbert E. Childs, H. Egbert Thenon, Clark Emery, Raymond G. Nebelung, Howard W. Raabe; Pennsylvania College for Women, Ruth Staples; University of Redlands, Neal W. Klausner; Rose Polytechnic Institute, Weldon N. Baker, Edward A. MacLean, Theodore P. Palmer; Skidmore College, Arthur Cardinal, Irene Carn, Leslie A. Koempel, Nellie Torrance, Charlotte Wiegand; Agricultural and Mechanical College of Texas, Alfred W. Chalk, John L. Coulter, Jr., Karl E. Elmquist, Robert B. Glasgow; Texas Technological College, Haskell G. Taylor; University of Toledo, Morlin Bell; University of Tulsa, Charles H. Fay; Washington and Jefferson College, Arnold A. Alberts; Wells College, Blanche Price; Wheaton College, Dorothy D. Thompson; University of Wichita, Charles E. Lane; College of William and Mary, Alfred R. Armstrong, Leslie Cheek, Jr., Leonard Haber, Francis S. Haserot, John B. Holt, Edwin C. Rust; University of Wyoming, John D. McGowen; Not in University Connection, Raymond Litwiller (Ph.D., Chicago), Salina, Kans.; Harvey C. McCaleb (M.A., Oklahoma), Lawton, Okla.; John W. Overbey (M.B.A., Texas), Salina, Kans.; Joseph G. Reck (M.A., St. Louis), New Orleans, La.; Warren O. Weilbaecher (M.A., St. Louis), New Orleans, La.

Members Elected

The Committee on Admissions announces the election of 32 Active and six Junior members as follows:

Active

Augustana College, Carl A. Fryxell; University of California (Berkeley), Bertrand H. Bronson, Donald D. Cameron, William M. Green; University of California (Los Angeles), Sidney H. Cameron; Connecticut State College, Robert D. Gray; University of Detroit, Alexander Garcia; Duke University, Neal Dow; Florida State College for Women, Margaret W. Dow; Hampton Institute, Marion L. Starkey; Harris Teachers College, Estelle L. Windhorst; University of Idaho, Ralph H. Farmer, Pendleton Howard; Illinois College, Earle Miller; Illinois State Normal University (Southern), Madge Troutt; Kansas State Teachers College (Pittsburg), E. Louise Gibson, Eula O. Jack; Loyola University (Illinois), Earl L. Richey; Maryville College, Lyle L. Williams; Missouri State Teachers College (Southeast), Vest C. Myers; Monmouth College, Herbert Hart; Ohio State University, Emily L. Stogdill; Pennsylvania State College, Julia G. Brill; Rensselaer Polytechnic Institute, Sven A. Anderson; St. Louis University, Alphonse G. Eberle; Springfield College, Frank Nohler; Stowe Teachers College, J. Arthur Turner; Temple University, Harry N. Stoudt; University of Tennessee, James C. Nelson, Harold W. Stoke; Tufts College, Roland W. Lefavour; William Jewell College, Thurston Isley.

Transfers from Junior to Active

Dominican College of San Rafael, Dorothy C. Clarke; Hillsdale College, John K. Osborn; Iowa State College, George J. Goodman; Lake Erie College, Harold L. Clapp; Mount Holyoke College, Sydney R. McLean; University of New Hampshire, Marvin A. Miller; Pennsylvania State College, Edward A. Richmond; Rockford College, Paul A. Palmer; Swarthmore College, Maurice Mandelbaum; Talladega College, Martha J. Gibson; Vanderbilt University, William J. Mulloy; State College of Washington, Margaretta Frisbee; University of Wisconsin, Charles Bunn, Albert G. Ramsperger.

Junior

University of California (Berkeley), James D. Hart; University of California (Los Angeles), Samuel Herrick, Jr.; Illinois State Normal University (Southern), Burnett Shryock; University of Illinois, Harold C. Struck; Missouri State Teachers College (Northwest), Sterling Surrey; Union University, Henry Vaughan.

Record of Membership for 1937

Membership January 1, 1937.....		13,377
Deaths.....	86	
Resignations.....	478	
Memberships lapsed.....	508	1,072
		<hr/>
		12,305
Reinstated.....		139
Elections: Active.....	1,159	
Junior.....	327	1,486
		<hr/>
Total January 1, 1938.....		13,930
Members in 523 Institutions:		
Active.....	12,018	
Junior.....	938	12,956
		<hr/>
Other Active Members.....		436
Other Junior Members.....		303
Associate Members.....		162
Honorary Members.....		73
		<hr/>
Total January 1, 1938.....		13,930

Besides Active and Junior Members connected with colleges and universities this statement includes: (1) Other Active members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; (2) Other Junior Members; (3) Associate Members: members who, ceasing to be eligible for Active or Junior membership because work has become "wholly or mainly administrative," are transferred with the approval of the Council to Associate membership; (4) Honorary Members: this group is closed by an amendment of the Constitution establishing an Emeritus class. Emeritus members are included under their institutions (or in the group of Other Active Members).

Members Deceased During 1937 (86)

Abbott, Frank C.	(Anatomy)	Temple University
Baker, Joseph E.	(English)	State University of Iowa
Barnes, John	(Speech)	Park College
Bassett, S. E.	(Greek)	University of Vermont
Baxter, Neil H.	(History)	Park College
Benedict, H. Y.	(Mathematics)	University of Texas
Blundell, Alice E.	(Home Economics)	University of Vermont
**Bondourant, A. L.	(Latin)	University of Mississippi

Brown, Percy E.	(Soils)	Iowa State College
Cadisch, Gordon F.	(Economics)	State College of Washington
Chapman, P. A.	(Modern Languages)	Princeton University
Cox, H. T.	(Physics)	Furman University
Collins, H. H.	(Zoology)	University of Pittsburgh
Condryn, John M.	(Biology)	University of Toledo
Crawford, Polly P.	(English)	University of Texas
Crosby, C. R.	(Entomology)	Cornell University
Cummings, John W.	(Religion)	Trinity University
*Dana, E. S.	(Mineralogy)	Yale University
Davis, James C.	(Mechanics)	University of Oklahoma
†Dealey, J. Q.	(Social and Political Science)	Brown University
*Dunlap, C. G.	(English)	University of Kansas
**Dunn, F. S.	(Classics)	University of Oregon
*Eiselen, F. C.	(Bible)	Northwestern University
Ellis, Robert W.	(Geology)	University of New Mexico
Everett, W. G.	(Philosophy)	Brown University
Fickes, George H.	(Bible)	Lafayette
Finkenbinder, E. O.	(Education)	Iowa State Teachers College
Fisk, Vernon C.	(Botany)	University of Utah
*Franklin, E. C.	(Chemistry)	Stanford
Galt, Caroline M.	(Art, Archaeology)	Mount Holyoke College
Garver, Milton	(French)	Yale University
Garvey, Chester R.	(Psychology)	Carnegie Institute of Tech- nology
Geiger, Moritz A.	(Philosophy)	Vassar College
George, Harold C.	(Engineering)	University of Pittsburgh
Gill, A. H.	(Chemistry)	Massachusetts Institute of Technology
Gray, W. R.	(Accounting)	Dartmouth College
Griffith, Marie	(English)	Municipal University of Wichita
Haggerty, Melvin E.	(Education)	University of Minnesota
*Haskins, C. H.	(History)	Harvard University
Hathorn, J. B.	(Education)	Sam Houston State Teachers College
Heilman, Ralph E.	(Economics)	Northwestern University
James, Gorton	(Business)	Miami University
*Johnson, D. S.	(Botany)	Johns Hopkins University
†Kellogg, Vernon L.	(Entomology)	Stanford
King, Clyde L.	(Political Science)	University of Pennsylvania
Kostalek, John A.	(Chemistry)	University of Idaho
Lewis, Ernest G.	(Economics)	Baylor University
Lingle, Thomas V	(French)	Davidson College
*Loomis, F. B.	(Mineralogy, Geology)	Amherst College

Longley, William H.	(Biology)	Goucher College
*Lyon, E. P.	(Physiology)	University of Minnesota
McCarty, Stella A.	(Education)	Goucher College
*McCay, L. W.	(Chemistry)	Princeton University
Manning, Lloyd R.	(Philosophy)	St. John's University
Marston, L. Chester, Jr.	(Entomology)	Pennsylvania State College
Metzenthin, E. C.	(Germanics)	University of North Carolina
Miller, G. M.	(English)	University of Idaho
Morgan, E. L.	(Rural Sociology)	University of Missouri
Mosauer, Walter	(Zoology)	University of California (L. A.)
Murchie, Robert W.	(Sociology)	University of Minnesota
Neely, Charles	(English)	Illinois State Normal Uni- versity (Southern)
O'Brien-Moore, Ainsworth	(Latin)	Yale University
*O'Leary, R. D.	(English)	University of Kansas
*Overton, J. B.	(Plant Physiology)	University of Wisconsin
Patzer, Otto	(French)	University of Washington
Perkins, Emma M.	(Latin)	Western Reserve University
Poll, Max	(German)	University of Cincinnati
Pyne, John X.	(Metaphysics)	Fordham University
Riefstahl, Rudolf M.	(Fine Arts)	New York University
Robinson, E. S.	(Psychology)	Yale University
Scott, Will	(Zoology)	Indiana University
Shaad, George C.	(Engineering)	University of Kansas
Shaw, Hubert G.	(Chemistry)	Georgia School of Tech- nology
Shenton, H. N.	(Sociology)	Syracuse University
Shimek, B.	(Botany)	State University of Iowa
Simons, Arthur H.	(Physical Education)	West Virginia Wesleyan Col- lege
Smith, Walter R.	(Sociology)	University of Kansas
*Smyth, C. H., Jr.	(Geology)	Princeton University
Thatcher, Harry, Jr.	(Music)	State University of Iowa
Wachter, Willard L.	(Biology)	Lafayette College
*Wilde, Norman	(Philosophy)	University of Minnesota
Williams, Arthur G.	(Modern Languages)	College of William and Mary
Williams, Benjamin F.	(English)	Oklahoma Agricultural and Mechanical College
Willis, Henry P.	(Banking)	Columbia University
*Wills, A. P.	(Mathematics)	Columbia University
Young, C. L.	(English Literature)	Wellesley College

* Charter Member

** Past Member of the Council

† Charter Member and Past Member of the Council

‡ Charter Member and Past President of the Association

Number of Members by Institutions for 1937

The last general list was published in the *Bulletin* for January, 1935. The following pages contain a list of institutions with the number of members in each, and the names of the chapter officers. A complete list is maintained at the Washington Office and information from it will be furnished on application.

- Adelphi College, Garden City, N. Y. Chapter Officer: Ruth A. Damon, *Sec.* Active 6; Junior 1.
- Agnes Scott College, Decatur, Ga. Chapter Officers: H. A. Robinson, *Pres.*; Martha Stansfield, *Sec.* Active 10.
- Akron, University of, Akron, Ohio. Chapter Officers: Paul Acquarone, *Pres.*; D. E. Gray, *Sec.* Active 38; Junior 4.
- Alabama College, Montevallo, Ala. Active 2.
- Alabama Polytechnic Institute, Auburn, Ala. Active 3.
- Alabama State Teachers College, Jacksonville, Ala. Active 2.
- Alabama, University of, University, Ala. Chapter Officers: G. P. Shannon, *Pres.*; J. B. McMillan, *Sec.* Active 57; Junior 9.
- Alaska, University of, College, Alaska. Active 1.
- Albany College, Albany, Ore. Active 4; Junior 2.
- Albany Medical College, Albany, N. Y. Active 2.
- Albion College, Albion, Mich. Chapter Officers: D. L. Randall, *Pres.*; Vera H. Buck, *Sec.* Active 14.
- Albright College, Reading, Pa. Chapter Officers: M. W. Hamilton, *Pres.* Active 10; Junior 1.
- Alfred University, Alfred, N. Y. Active 12.
- Allegheny College, Meadville, Pa. Chapter Officers: D. E. Thomas, *Pres.*; J. L. Ross, *Sec.* Active 29; Junior 3.
- Alma College, Alma, Mich. Active 1.
- American College for Girls, Istanbul, Turkey. Active 1.
- American University, Washington, D. C. Chapter Officers: E. C. Stowell, *Pres.*; R. H. Bauer, *Sec.* Active 15; Junior 2.
- Amherst College, Amherst, Mass. Chapter Officer: G. B. Funnell, *Sec.* Active 18.
- Antioch College, Yellow Springs, Ohio. Chapter Officers: G. E. Owen, *Pres.*; C. J. Leuba, *Sec.* Active 9.
- Arizona State Teachers College, Tempe, Ariz. Active 1; Junior 1.
- Arizona, University of, Tucson, Ariz. Chapter Officers: D. L. Patrick, *Pres.*; A. B. Newborn, *Sec.* Active 45; Junior 3.
- Arkansas State Teachers College, Conway, Ark. Chapter Officers: C. V. Robinette, *Pres.*; Marie Schichtl, *Sec.* Active 15.
- Arkansas, University of, Fayetteville, Ark. Chapter Officers: D. G. Carter, *Pres.*; H. M. Hosford, *Sec.* Active 64; Junior 4.
- Armour Institute of Technology, Chicago, Ill. Active 3.
- Ashland College, Ashland, Ohio. Chapter Officers: R. R. Haun, *Pres.*; Arthur De Lozier, *Sec.* Active 11; Junior 2.

- Atlanta University, Atlanta, Ga. Active 7.
- Augustana College and Theological Seminary, Rock Island, Ill. Chapter Officers: F. O. Ander, *Pres.*; Margaret Olmsted, *Sec.* Active 15; Junior 1.
- Baker University, Baldwin, Kans. Active 7.
- Baldwin-Wallace College, Berea, Ohio. Chapter Officers: P. E. Baur, *Pres.*; Lucille Mercer, *Sec.* Active 22; Junior 2.
- Ball State Teachers College, Muncie, Ind. Active 19; Junior 2.
- Bard College, Annandale-on-Hudson, N. Y. Chapter Officers: G. H. Genzmer, *Pres.*; Artine Artinian, *Sec.* Active 9; Junior 4.
- Bates College, Lewiston, Me. Active 1; Junior 1.
- Battle Creek College, Battle Creek, Mich. Active 1; Junior 1.
- Baylor University, Waco, Tex. Chapter Officers: W. T. Gooch, *Pres.*; J. A. Yarbrough, *Sec.* Active 25; Junior 9.
- Beloit College, Beloit, Wis. Active 3; Junior 2.
- Bennington College, Bennington, Vt. Active 1.
- Berea College, Berea, Ky. Chapter Officers: Keith Hollingsworth, *Pres.*; Virginia Engle, *Sec.* Active 29; Junior 4.
- Bethany College, Lindsborg, Kans. Active 3; Junior 1.
- Bethany College, Bethany, W. Va. Chapter Officers: Helen Hosp, *Pres.*; I. T. Green, *Sec.* Active 12; Junior 2.
- Birmingham-Southern College, Birmingham, Ala. Active 2; Junior 1.
- Blue Mountain College, Blue Mountain, Miss. Active 4.
- Boston College, Chestnut Hill, Mass. Active 1; Junior 1.
- Boston University, Boston, Mass. Chapter Officers: Austin Warren, *Pres.*; E. A. Post, *Sec.* Active 73; Junior 10.
- Bowdoin College, Brunswick, Me. Active 8.
- Bowling Green State University, Bowling Green, Ohio. Chapter Officers: F. C. Ogg, *Pres.*; H. C. Witherington, *Sec.* Active 44; Junior 2.
- Bradley Polytechnic Institute, Peoria, Ill. Chapter Officers: B. M. Hollowell, *Pres.*; A. F. Siepert, *Sec.* Active 9.
- Brigham Young University, Provo, Utah. Active 4.
- British Columbia, University of, Vancouver, British Columbia. Active 3; Junior 1.
- Brooklyn College, Brooklyn, N. Y. Chapter Officer: P. M. Kretschmann, *Sec.* Active 109; Junior 8.
- Brooklyn, Polytechnic Institute of, Brooklyn, N. Y. Chapter Officers: G. B. L. Smith, *Pres.*; P. B. Frain, *Sec.* Active 20; Junior 2.
- Brothers College, Madison, N. J. Chapter Officers: E. A. Aldrich, *Pres.*; M. C. Harrington, *Sec.* Active 12; Junior 3.
- Brown University, Providence, R. I. Chapter Officers: R. M. Blake, *Pres.*; S. W. Armstrong, *Sec.* Active 50; Junior 1.
- Bryn Mawr College, Bryn Mawr, Pa. Chapter Officer: J. E. Gillet, *Pres.* Active 37.
- Bucknell University, Lewisburg, Pa. Chapter Officers: F. G. Ballentine, *Pres.*; W. D. Garman, *Sec.* Active 29; Junior 4.
- Wilkes-Barre, Pa. Chapter Officers: R. C. Tasker, *Pres.*; W. I. Miller, *Sec.* Active 7; Junior 4.
- Buffalo, University of, Buffalo, N. Y. Chapter Officers: F. R. Griffith, Jr., *Pres.*; Margaret C. Swisher, *Sec.* Active 70; Junior 3.
- Butler University, Indianapolis, Ind. Chapter Officers: M. G. Bridenstine, *Pres.*; C. M. Palmer, *Sec.* Active 45.
- California Institute of Technology, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; H. N. Gilbert, *Sec.* Active 53; Junior 2.
- California, University of, Berkeley, Calif. Chapter Officers: J. S. Burd, *Pres.*; G. R. Potter, *Sec.* Active 171; Junior 11.
- California at Los Angeles, University of, Los Angeles, Calif. Chapter Officers: W. Westergaard, *Pres.*; A. H. Warner, *Sec.* Active 131; Junior 7.
- Canisius College, Buffalo, N. Y. Active 1.

- Capital University, Columbus, Ohio. Chapter Officers: W. O. Doescher, *Pres.*; L. J. Schaaf, *Sec.* Active 9.
- Carleton College, Northfield, Minn. Active 9; Junior 1.
- Carnegie Institute of Technology, Pittsburgh, Pa. Chapter Officers: N. C. Riggs, *Pres.*; G. B. Thorp, *Sec.* Active 69; Junior 1.
- Carroll College, Helena, Mont. Active 1.
- Carroll College, Waukesha, Wis. Active 2.
- Carson-Newman College, Jefferson City, Tenn. Active 1.
- Carthage College, Carthage, Ill. Active 1.
- Case School of Applied Science, Cleveland, Ohio. Chapter Officers: F. T. Carlton, *Pres.*; S. L. Davis, *Sec.* Active 17; Junior 3.
- Catawba College, Salisbury, N. C. Active 5; Junior 1.
- Catholic University of America, Washington, D. C. Chapter Officers: Oliver Grosz, *Pres.*; A. R. Barwick, *Sec.* Active 13; Junior 3.
- Centenary College of Louisiana, Shreveport, La. Active 1.
- Central College, Fayette, Mo. Chapter Officer: W. D. Baskett, *Sec.* Active 7.
- Central Y. M. C. A. College, Chicago, Ill. Chapter Officers: K. B. Taft, *Pres.*; E. J. Kunst, *Sec.* Active 16; Junior 4.
- Centre College of Kentucky, Danville, Ky. Chapter Officer: Curtis Bottom, *Sec.* Active 7; Junior 1.
- Charleston, College of, Charleston, S. C. Chapter Officer: A. L. Geisenheimer, *Sec.* Active 7; Junior 1.
- Chattanooga, University of, Chattanooga, Tenn. Chapter Officers: Godfrey Tietze, *Pres.*; C. W. Phelps, *Sec.* Active 14.
- Chicago, University of, Chicago, Ill. Chapter Officers: H. D. Gideonse, *Pres.*; W. F. Edgerton, *Sec.* Active 192; Junior 3.
- Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: W. P. Calhoun, *Pres.*; Helen N. Smith, *Sec.* Active 104; Junior 3.
- Citadel, The, Charleston, S. C. Active 1.
- City College, The, New York, N. Y. Chapter Officers: Holland Thompson, *Pres.*; G. E. Nelson, *Sec.* Active 143; Junior 7.
- Claremont Colleges, Claremont, Calif. Active 1.
- Clark University, Worcester, Mass. Active 9; Junior 2.
- Clarkson School of Technology, Potsdam, N. Y. Active 4.
- Clemson Agricultural College of South Carolina, Clemson, S. C. Active 1.
- Coe College, Cedar Rapids, Iowa. Active 6.
- Coker College, Hartsville, S. C. Junior 1.
- Colby College, Waterville, Me. Active 8.
- Colgate University, Hamilton, N. Y. Chapter Officers: T. S. Lawson, *Pres.*; G. S. DeLand, *Sec.* Active 57; Junior 13.
- Colorado College, Colorado Springs, Colo. Active 7.
- Colorado School of Mines, Golden, Colo. Active 7.
- Colorado State College, Fort Collins, Colo. Chapter Officers: F. P. Goeder, *Pres.*; C. G. H. Johnson, *Sec.* Active 19.
- Colorado State College of Education, Greeley, Colo. Active 1.
- Colorado, University of, Boulder, Colo. Chapter Officers: H. B. Van Valkenburgh, *Pres.*; C. F. Poe, *Sec.* Active 64; Junior 2.
- Colorado, Western State College of, Gunnison, Colo. Chapter Officers: C. T. Hurst, *Pres.*; C. A. Helmecke, *Sec.* Active 7; Junior 2.
- Columbia University, New York, N. Y. Chapter Officers: R. M. MacIver, *Pres.*; G. W. Hibbit, *Sec.* Active 162; Junior 12.
- Connecticut College, New London, Conn. Chapter Officer: Pauline H. Dederer, *Sec.* Active 24; Junior 1.
- Connecticut State College, Storrs, Conn. Chapter Officers: E. L. Kelly, *Pres.*; Ernest Kline, *Sec.* Active 43; Junior 6.
- Converse College, Spartanburg, S. C. Chapter Officer: J. W. Patton, *Sec.* Active 9.

- Cornell College**, Mount Vernon, Iowa. Chapter Officers: Clyde Tull, *Pres.*; C. F. Littell, *Sec.* Active 16; Junior 2.
- Cornell University**, Ithaca, N. Y. Chapter Officers: G. W. Cunningham, *Pres.*; O. F. Curtis, *Sec.* Active 116; Junior 9.
- Creighton University**, Omaha, Nebr. Chapter Officers: P. R. Nielson, *Pres.*; Laurence Brown, *Sec.* Active 18; Junior 2.
- Culver-Stockton College**, Canton, Mo. Chapter Officers: H. B. Robison, *Pres.*; J. W. Heaton, *Sec.* Active 8; Junior 2.
- Dakota Wesleyan University**, Mitchell, S. D. Active 9; Junior 2.
- Dalhousie University**, Halifax, Nova Scotia. Chapter Officers: H. P. W. Bell, *Pres.*; E. W. Nichols, *Sec.* Active 10.
- Dartmouth College**, Hanover, N. H. Chapter Officers: W. K. Stewart, *Pres.*; H. L. Elsbree, *Sec.* Active 98; Junior 2.
- Davidson College**, Davidson, N. C. Chapter Officers: H. T. Lilly, *Pres.*; G. R. Vowles, *Sec.* Active 6.
- Dayton, University of**, Dayton, Ohio. Active 1.
- Delaware, University of**, Newark, Del. Chapter Officers: F. H. Squire, *Pres.*; Edith A. McDougale, *Sec.* Active 48; Junior 12.
- Delta State Teachers College**, Cleveland, Miss. Active 4.
- Denison University**, Granville, Ohio. Chapter Officers: H. A. DeWeerd, *Pres.*; Charlotte Rice, *Sec.* Active 26; Junior 1.
- Denver, University of**, Denver, Colo. Chapter Officers: L. J. Davidson, *Pres.*; Ruth F. Holzman, *Sec.* Active 17.
- De Paul University**, Chicago, Ill. Active 8.
- DePauw University**, Greencastle, Ind. Chapter Officers: H. L. Jome, *Pres.*; Lloyd Messersmith, *Sec.* Active 48; Junior 4.
- Detroit, University of**, Detroit, Mich. Chapter Officers: D. R. Janisse, *Pres.*; L. E. Buss, *Sec.* Active 12.
- Dickinson College**, Carlisle, Pa. Active 1.
- Dominican College of San Rafael**, San Rafael, Calif. Active 1; Junior 1.
- Drake University**, Des Moines, Iowa. Chapter Officers: H. W. Bohlman, *Pres.*; Mary F. Boyd, *Sec.* Active 22.
- Drexel Institute of Technology**, Philadelphia, Pa. Active 3.
- Drury College**, Springfield, Mo. Active 7.
- Duke University**, Durham, N. C. Chapter Officers: G. T. Hargitt, *Pres.*; Marie U. White, *Sec.* Active 121; Junior 10.
- Duquesne University**, Pittsburgh, Pa. Chapter Officers: G. B. Strong, *Pres.*; J. V. McCullough, *Sec.* Active 23; Junior 10.
- Earlham College**, Richmond, Ind. Active 3; Junior 1.
- Elmhurst College**, Elmhurst, Ill. Junior 1.
- Emporia, College of**, Emporia, Kans. Active 1.
- Elmira, College**, Elmira, N. Y. Active 5; Junior 1.
- Emory University**, Emory University, Ga. Chapter Officer: J. A. Strausbaugh, *Pres.*; W. Elizabeth Gambrell, *Sec.* Active 24; Junior 7.
- Eureka College**, Eureka, Ill. Active 2; Junior 1.
- Evansville College**, Evansville, Ind. Active 3.
- Fairmont State Teachers College**, Fairmont, W. Va. Chapter Officers: E. L. Lively, *Pres.* Active 7, Junior 2.
- Findlay College**, Findlay, Ohio. Chapter Officers: Y. K. Roots, *Pres.*; W. A. Bair, *Sec.* Active 4.
- Fisk University**, Nashville, Tenn. Active 3; Junior 1.
- Florida State College for Women**, Tallahassee, Fla. Chapter Officers: Raymond Bellamy, *Pres.*; Venila L. Shores, *Sec.* Active 37; Junior 5.

- Florida, University of, Gainesville, Fla. Chapter Officers: C. F. Byers, *Pres.*; O. H. Hauptmann, *Sec.* Active 61; Junior 23.
- Fordham University, New York, N. Y. Chapter Officers: J. A. Taaffe, *Pres.*; F. A. Schaefer, *Sec.* Active 25; Junior 5. Graduate School. Chapter Officers: Ernest Chenel, *Pres.*; J. E. Tobin, *Sec.* Active 17.
- Franklin College of Indiana, Franklin, Ind. Chapter Officers: I. G. Blake, *Pres.*; Mavis Holmes, *Sec.* Active 11; Junior 1.
- Franklin and Marshall College, Lancaster, Pa. Chapter Officers: P. L. Whitely, *Pres.*; W. R. Murray, *Sec.* Active 20; Junior 1.
- Fresno State College, Fresno, Calif. Chapter Officers: Kenneth Potter, *Pres.*; L. F. Hadsall, *Sec.* Active 14.
- Geneva College, Beaver Falls, Pa. Active 2.
- George Peabody College for Teachers, Nashville, Tenn. Chapter Officers: M. J. Demiashevich, *Pres.*; J. R. Robinson, *Sec.* Active 12; Junior 1.
- George Washington University, Washington, D. C. Chapter Officers: W. H. Yeager, *Pres.*; Wood Gray, *Sec.* Active 70; Junior 9.
- Georgetown University, Washington, D. C. Chapter Officers: W. H. E. Jaeger, *Pres.*; R. P. Herwick, *Sec.* Active 23; Junior 3.
- Georgia School of Technology, Atlanta, Ga. Chapter Officers: W. H. Vaughan, *Pres.*; A. J. Walker, *Sec.* Active 35; Junior 5.
- Georgia State College for Women, Milledgeville, Ga. Chapter Officers: W. C. Salley, *Pres.*; P. J. Boesen, *Sec.* Active 20; Junior 5.
- Georgia State Teachers College (South), Statesboro, Ga. Active 2.
- Georgia State Woman's College, Valdosta, Ga. Chapter Officer: L. I. Ivey, *Pres.* Active 10.
- Georgia, University of, Athens, Ga. Chapter Officers: J. W. Nuttycombe, *Pres.*; E. H. Dixon, *Sec.* Active 29; Junior 1.
- Gettysburg College, Gettysburg, Pa. Chapter Officers: J. G. Glenn, *Pres.*; C. A. Sloat, *Sec.* Active 24; Junior 2.
- Goucher College, Baltimore, Md. Chapter Officers: C. I. Winslow, *Pres.*; G. H. Beardsley, *Sec.* Active 51; Junior 1.
- Greensboro College, Greensboro, N. C. Active 4; Junior 1.
- Grinnell College, Grinnell, Iowa. Chapter Officers: H. W. Norris, *Pres.*; Carl Niemeyer, *Sec.* Active 25.
- Grove City College, Grove City, Pa. Active 3; Junior 2.
- Guilford College, Guilford College, N. C. Active 2.
- Gustavus Adolphus College, St. Peter, Minn. Active 1.
- Hamilton College, Clinton, N. Y. Chapter Officer: J. Q. Dealey, Jr., *Sec.* Active 16; Junior 1.
- Hamline University, St. Paul, Minn. Chapter Officers: W. A. Kenyon, *Pres.*; A. C. Lagregren, *Sec.* Active 20; Junior 3.
- Hampton Institute, Hampton, Va. Active 5.
- Hanover College, Hanover, Ind. Active 2; Junior 1.
- Harris Teachers College, St. Louis, Mo. Chapter Officers: C. H. Philpott, *Pres.*; J. D. Whitney, *Sec.* Active 12.
- Harvard University, Cambridge, Mass. Chapter Officers: A. N. Holcombe, *Pres.*; C. C. Brinton, *Sec.* Active 137; Junior 11.
- Hastings College, Hastings, Nebr. Active 4.
- Haverford College, Haverford, Pa. Chapter Officer: E. D. Snyder, *Pres.* Active 20.
- Hawaii, University of, Honolulu, Hawaii. Active 15; Junior 1.
- Heidelberg College, Tiffin, Ohio. Chapter Officers: I. T. Wilson, *Pres.*; A. H. Dahlstrom, *Sec.* Active 15.
- Henderson State Teachers College, Arkadelphia, Ark. Chapter Officers: E. G. Saverio, *Pres.*; William Ritchie, *Sec.* Active 13; Junior 3.
- Hendrix College, Conway, Ark. Active 2; Junior 1.

- Hillsdale College, Hillsdale, Mich. Chapter Officers: H. M. Davidson, *Pres.*; J. K. Osborn, *Sec.* Active 8.
- Hiram College, Hiram, Ohio. Chapter Officers: J. S. Kenyon, *Pres.*; L. E. Cannon, *Sec.* Active 9.
- Hobart College, Geneva, N. Y. Chapter Officers: C. C. Dimmick, *Pres.*; E. G. Burbank, *Sec.* Active 23; Junior 12.
- Hollins College, Hollins, Va. Chapter Officer: E. M. Smith, *Pres.* Active 12; Junior 6.
- Hood College, Frederick, Md. Chapter Officers: Olive I. Reddick, *Pres.*; J. M. Horner, *Sec.* Active 30; Junior 7.
- Hope College, Holland, Mich. Active 2.
- Houghton College, Houghton, N. Y. Active 1.
- Howard College, Birmingham, Ala. Active 10.
- Howard University, Washington, D. C. Chapter Officers: C. H. Thompson, *Pres.*; Helen W. Burrell, *Sec.* Active 38; Junior 2.
- Hunter College of the City of New York, New York, N. Y. Chapter Officers: Anna Jacobson, *Pres.*; Frances Morehouse, *Sec.* Active 108; Junior 1.
- Idaho State Normal School, Lewiston, Idaho. Active 5; Junior 2.
- Idaho, University of, Moscow, Idaho. Chapter Officers: C. F. Virtue, *Pres.*; A. L. Harding, *Sec.* Active 27; Junior 10. Southern Branch, Pocatello. Active 4.
- Illinois College, Jacksonville, Ill. Active 1.
- Illinois State Normal University, Normal, Ill. Chapter Officers: E. L. Cole, *Pres.*; Esther Richard, *Sec.* Active 47; Junior 6.
- Illinois State Normal University (Southern), Carbondale, Ill. Chapter Officers: W. A. Thalman, *Pres.*; Julia J. Neely, *Sec.* Active 40; Junior 8.
- Illinois State Teachers College (Eastern), Charleston, Ill. Active 9.
- Illinois State Teachers College (Northern), De Kalb, Ill. Chapter Officers: M. L. Whitaker, *Pres.*; H. W. Gould, *Sec.* Active 42; Junior 4.
- Illinois State Teachers College (Western), Macomb, Ill. Chapter Officers: Irving Garwood, *Pres.*; J. C. Snapp, *Sec.* Active 13; Junior 1.
- Illinois, University of, Urbana, Ill. Chapter Officers: C. R. Griffith, *Pres.*; C. M. Kneier, *Sec.* Active 97; Junior 12.
- Illinois Wesleyan University, Bloomington, Ill. Chapter Officers: J. E. Thomas, *Pres.*; F. S. Mortimer, *Sec.* Active 11.
- Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: Elizabeth Crawford, *Pres.*; Shepherd Young, *Sec.* Active 40; Junior 3.
- Indiana University, Bloomington, Ind. Chapter Officers: J. E. Switzer, *Pres.*; O. L. Bockstahler, *Sec.* Active 123; Junior 14.
- Institute for Advanced Study, Princeton, N. J. Active 5.
- Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: R. E. Wakeley, *Pres.*; S. C. Stone, *Sec.* Active 79; Junior 12.
- Iowa State Teachers College, Cedar Falls, Iowa. Chapter Officers: M. R. Beard, *Pres.*; Amy F. Arey, *Sec.* Active 20; Junior 1.
- Iowa, State University of, Iowa City, Iowa. Chapter Officers: F. H. Potter, *Pres.*; C. E. Cousins, *Sec.* Active 105; Junior 3.
- Iowa Wesleyan College, Mt. Pleasant, Iowa. Active 1.
- Istanbul Woman's College, Istanbul, Turkey. Active 1.
- James Millikin University, Decatur, Ill. Chapter Officers: R. R. Palmer, *Pres.*; Davida McCaslin, *Sec.* Active 18; Junior 1.
- John B. Stetson University, De Land, Fla. Active 3.
- John Carroll University, Cleveland, Ohio. Active 5; Junior 3.
- Johns Hopkins University, Baltimore, Md. Chapter Officers: W. W. Cort, *Pres.*; E. E. Franklin, *Sec.* Active 63; Junior 1.
- Judson College, Marion, Ala. Active 3.
- Kalamazoo College, Kalamazoo, Mich. Active 2.

- Kansas State College of Agriculture and Applied Science**, Manhattan, Kans. Chapter Officers: Charles Correll, *Pres.*; R. R. Lashbrook, *Sec.* Active 30; Junior 3.
- Kansas State College, Fort Hays**, Hays, Kans. Active 7.
- Kansas State Teachers College of Emporia**, Emporia, Kans. Chapter Officers: Vida L. Askew, *Pres.*; C. E. Arnett, *Sec.* Active 46; Junior 3.
- Kansas State Teachers College**, Pittsburg, Kans. Chapter Officers: C. W. Street, *Pres.*; E. Louise Gibson, *Sec.* Active 35.
- Kansas, University of**, Lawrence, Kans. Chapter Officers: C. F. Nelson, *Pres.*; C. J. Posey, *Sec.* Active 61; Junior 2.
- Kent State University**, Kent, Ohio. Chapter Officers: L. A. Tohill, *Pres.*; E. M. Collins, *Sec.* Active 38; Junior 3.
- Kentucky State Teachers College**, (Eastern), Richmond, Ky. Junior 1.
- Kentucky, University of**, Lexington, Ky. Chapter Officers: Claiborne Latimer, *Pres.*; E. G. Trimble, *Sec.* Active 67; Junior 2.
- Kenyon College**, Gambier, Ohio. Chapter Officers: R. D. B. Cahall, *Pres.*; J. W. Blum, *Sec.* Active 11; Junior 5.
- Keuka College**, Keuka Park, N. Y. Active 9.
- Knox College**, Galesburg, Ill. Chapter Officers: J. A. Campbell, *Pres.*; M. H. Moore, *Sec.* Active 16.
- Lafayette College**, Easton, Pa. Chapter Officers: Morland King, *Pres.*; H. R. Chidsey, *Sec.* Active 54; Junior 1.
- Lake Erie College**, Painesville, Ohio. Chapter Officer: H. L. Clapp, *Pres.* Active 11.
- Lake Forest College**, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 11; Junior 2.
- La Salle College**, Philadelphia, Pa. Active 1.
- Lawrence College**, Appleton, Wis. Chapter Officers: S. F. Darling, *Pres.*; W. A. McConagha, *Sec.* Active 26; Junior 1.
- Lebanon Valley College**, Annville, Pa. Active 2.
- Lehigh University**, Bethlehem, Pa. Chapter Officers: E. H. Riley, *Pres.*; T. T. Lafferty, *Sec.* Active 36; Junior 1.
- Lenoir-Rhyne College**, Hickory, N. C. Active 1; Junior 1.
- Limestone College**, Gaffney, S. C. Active 2; Junior 1.
- Lincoln Memorial University**, Harrogate, Tenn. Active 3.
- Lincoln University**, Jefferson City, Mo. Chapter Officers: A. A. Kildare, *Pres.*; Uecel Maxwell, *Sec.* Active 16; Junior 3.
- Lindenwood College**, St. Charles, Mo. Active 6; Junior 1.
- Linfield College**, McMinnville, Ore. Active 3.
- Loretto Heights College**, Loretto Heights, Colo. Active 1.
- Louisiana Institute, Southwestern**, Lafayette, La. Chapter Officers: E. G. Feusse, *Pres.*; C. R. Flack, *Sec.* Active 11.
- Louisiana State Normal College**, Natchitoches, La. Chapter Officers: Alvin Good, *Pres.*; Sarah L. C. Clapp, *Sec.* Active 22; Junior 1.
- Louisiana Polytechnic Institute**, Ruston, La. Active 1.
- Louisiana State University**, Baton Rouge, La. Chapter Officers: R. W. Bradbury, *Pres.*; R. C. Keen, *Sec.* Active 109; Junior 13.
- Louisville, University of**, Louisville, Ky. Chapter Officers: Guy Stevenson, *Pres.*; Jean M. Roberts, *Sec.* Active 33; Junior 7.
- Loyola University**, Chicago, Ill. Chapter Officers: J. A. Fitzgerald, *Pres.*; S. M. Steward, *Sec.* Active 13.
- Lynchburg College**, Lynchburg, Va. Active 3.
- McGill University**, Montreal, Quebec. Active 5.
- McKendree College**, Lebanon, Ill. Active 3.
- MacMurray College for Women**, Jacksonville, Ill. Active 6; Junior 1.
- Macalester College**, St. Paul, Minn. Chapter Officers: W. A. Cornell, *Pres.*; Georgiana P. Palmer, *Sec.* Active 8.

- Maine, University of, Orono, Me.** Chapter Officers: Milton Ellis, *Pres.*; C. E. Bennett, *Sec.* Active 20.
Manitoba, University of, Winnipeg, Manitoba. Active 2.
Marietta College, Marietta, Ohio. Active 3.
Marquette University, Milwaukee, Wis. Active 9.
Marshall College, Huntington, W. Va. Chapter Officer: W. H. Franklin, *Sec.* Active 5.
Mary Baldwin College, Staunton, Va. Active 10.
Mary Hardin-Baylor College, Belton, Tex. Active 3.
Mary Manse College, Toledo, Ohio. Active 1.
Maryland College, Western, Westminster, Md. Active 6; Junior 1.
Maryland State Teachers College, Towson, Md. Active 5.
Maryland, University of, College Park, Md. Chapter Officers: H. R. Warfel, *Pres.*; R. B. Allen, *Sec.* Active 85; Junior 23.
Maryville College, Maryville, Tenn. Active 8.
Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: E. F. Langley, *Pres.*; P. M. Morse, *Sec.* Active 58; Junior 1.
Massachusetts State College, Amherst, Mass. Active 9; Junior 2.
Mercer University, Macon, Ga. Active 2.
Meredith College, Raleigh, N. C. Active 1.
Miami University, Oxford, Ohio. Chapter Officer: F. B. Joyner, *Sec.* Active 47; Junior 4.
Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: L. S. Foltz, *Pres.*; H. C. Barnett, *Sec.* Active 51; Junior 3.
Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: F. E. Lord, *Pres.*; Esther Ballew, *Sec.* Active 23; Junior 2.
Michigan State Teachers College (Central), Mt. Pleasant, Mich. Active 1; Junior 1.
Michigan State Teachers College (Northern), Marquette, Mich. Active 1.
Michigan State Teachers College (Western), Kalamazoo, Mich. Active 2.
Michigan, University of, Ann Arbor, Mich. Chapter Officers: J. L. Brumm, *Pres.*; A. Van Duren, Jr., *Sec.* Active 129; Junior 7.
Middlebury College, Middlebury, Vt. Active 5.
Mills College, Oakland, Calif. Chapter Officers: F. H. Herrick, *Pres.*; Vernetta L. Gibbons, *Sec.* Active 14; Junior 1.
Milwaukee-Downer College, Milwaukee, Wis. Active 5.
Miner Teachers College, Washington, D. C. Active 2.
Minnesota State Teachers College, Mankato, Minn. Active 8.
Minnesota, University of, Minneapolis, Minn. Chapter Officers: F. B. Barton, *Pres.*; Richard Hartshorne, *Sec.* Active 235; Junior 12.
Mississippi State College, State College, Miss. Active 1.
Mississippi State College for Women, Columbus, Miss. Active 7.
Mississippi Woman's College, Hattiesburg, Miss. Active 2.
Mississippi, University of, University, Miss. Active 11.
Missouri School of Mines, Rolla, Mo. Active 4.
Missouri State Teachers College (Central), Warrensburg, Mo. Active 8.
Missouri State Teachers College (Northeast), Kirksville, Mo. Active 2.
Missouri State Teachers College (Northwest), Maryville, Mo. Chapter Officers: W. T. Garrett, *Pres.*; Anna M. Painter, *Sec.* Active 26; Junior 5.
Missouri State Teachers College (Southeast), Cape Girardeau, Mo. Chapter Officers: H. R. Bolen, *Pres.*; Lynn Swearingen, *Sec.* Active 15; Junior 2.
Missouri State Teachers College (Southwest), Springfield, Mo. Active 5.
Missouri, University of, Columbia, Mo. Chapter Officers: M. P. Weinbach, *Pres.*; L. R. Pepper, *Sec.* Active 93; Junior 2.
Missouri Valley College, Marshall, Mo. Active 3.
Monmouth College, Monmouth, Ill. Chapter Officers: Richard Petrie, *Pres.*; D. B. McMullen, *Sec.* Active 11; Junior 2.
Montana State College, Bozeman, Mont. Chapter Officers: O. E. Sheppard, *Pres.*; A. J. M. Johnson, *Sec.* Active 13.

- Montana, State University of, Missoula, Mont. Chapter Officers: W. R. Ames, *Pres.*; W. P. Clark, *Sec.* Active 28; Junior 3.
- Moorhead State Teachers College, Moorhead, Minn. Active 7.
- Moravian College and Theological Seminary, Bethlehem, Pa. Active 1.
- Morehead State Teachers College, Morehead, Ky. Chapter Officers: J. B. Holtzclaw, *Pres.*; Ella O. Wilkes, *Sec.* Active 24; Junior 5.
- Morningside College, Sioux City, Iowa. Chapter Officers: T. C. Stephens, *Pres.*; Active 10.
- Mount Holyoke College, South Hadley, Mass. Chapter Officers: Alice H. Farnsworth, *Pres.*; Kathryn Stein, *Sec.* Active 60; Junior 3.
- Mount St. Mary's College, Los Angeles, Calif. Active 2.
- Mount St. Vincent, College of, Riverdale, New York, N. Y. Active 1.
- Mount Union College, Alliance, Ohio. Chapter Officers: J. M. Scott, *Pres.*; R. C. Hildner, *Sec.* Active 17; Junior 3.
- Muhlenberg College, Allentown, Pa. Chapter Officers: I. M. Wright, *Pres.*; Truman Koehler, *Sec.* Active 20.
- Murray State Teachers College, Murray, Ky. Active 1; Junior 1.
- Muskingum College, New Concord, Ohio. Chapter Officers: P. E. Clark, *Pres.*; J. M. McCleery, *Sec.* Active 7.
- Nebraska State Teachers College, Kearney, Nebr. Chapter Officers: H. G. Stout, *Pres.*; Carrie E. Ludden, *Sec.* Active 12; Junior 4.
- Nebraska State Teachers College, Peru, Nebr. Chapter Officer: Selma S. Konig, *Sec.* Active 16.
- Nebraska State Teachers College, Wayne, Nebr. Active 9; Junior 2.
- Nebraska, University of, Lincoln, Nebr. Chapter Officers: C. S. Hamilton, *Pres.*; D. A. Worcester, *Sec.* Active 124; Junior 4.
- Nebraska Wesleyan University, Lincoln, Nebr. Chapter Officers: G. B. Dolson, *Pres.*; Ethel Booth, *Sec.* Active 12.
- Nevada, University of, Reno, Nev. Chapter Officers: S. A. Lough, *Pres.*; V. P. Gianella, *Sec.* Active 30; Junior 1.
- New Hampshire, University of, Durham, N. H. Chapter Officers: A. M. Stowe, *Pres.*; A. Funkhouser, *Sec.* Active 48.
- New Jersey State Normal School, Newark, N. J. Active 2; Junior 1.
- New Jersey State Teachers College, Trenton, N. J. Active 2.
- New Jersey State Teachers College, Upper Montclair, N. J. Active 1.
- New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Chapter Officers: W. H. Edwards, *Pres.*; Emmett Hazlewood, *Sec.* Active 32; Junior 22.
- New Mexico Normal University, Las Vegas, N. Mex. Active 2; Junior 1.
- New Mexico State Teachers College, Silver City, N. Mex. Junior 1.
- New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: John Englekirk, *Pres.*; Dudley Wynn, *Sec.* Active 34; Junior 5.
- New Rochelle, College of, New Rochelle, N. Y. Active 4; Junior 2.
- New York State College for Teachers, Albany, N. Y. Chapter Officer: Edith O. Wallace, *Pres.* Active 23; Junior 1.
- New York State Normal School, Oneonta, N. Y. Active 1.
- New York University, New York, N. Y. Chapter Officers: Rudolf Kagey, *Pres.*; G. B. Vetter, *Sec.* Active 148; Junior 10.
- Newark College of Engineering, Newark, N. J. Active 8.
- North Carolina Teachers College (East), Greenville, N. C. Active 1.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officers: J. D. Clark, *Pres.*; W. P. Kellam, *Sec.* Active 28; Junior 2.
- North Carolina, University of, Chapel Hill, N. C. Chapter Officers: H. M. Burlage, *Pres.*; H. T. Leffer, *Sec.* Active 34; Junior 2.
- North Carolina, The Woman's College of, Greensboro, N. C. Active 3; Junior 2.
- North Dakota Agricultural College, Fargo, N. D. Chapter Officer: Leon Metzinger, *Pres.* Active 7; Junior 1.
- North Dakota State Teachers College, Minot, N. D. Active 1; Junior 1.

- North Dakota State Teachers College, Valley City, N. D. Active 1.
 North Dakota, University of, Grand Forks, N. D. Chapter Officers: R. B. Witmer, *Pres.*;
 T. W. Cape, *Sec.* Active 33; Junior 1.
 Northwestern University, Evanston, Ill. Chapter Officers: D. T. Howard, *Pres.*; J. M.
 Hughes, *Sec.* Active 180; Junior 15.
 Notre Dame College, South Euclid, Ohio. Active 1.
 Notre Dame, University of, Notre Dame, Ind. Active 4.
 Norwich University, Northfield, Vt. Active 9.
- Oberlin College, Oberlin, Ohio. Chapter Officers: R. A. Jelliffe, *Pres.*; J. H. Nichols,
Sec. Active 35; Junior 1.
 Occidental College, Los Angeles, Calif. Chapter Officers: F. J. Smiley, *Pres.*; A. G. Coons,
Sec. Active 11; Junior 1.
 Ohio University, Athens, Ohio. Chapter Officers: V. D. Hill, *Pres.*; J. H. Caskey, *Sec.*
 Active 88; Junior 10.
 Ohio State University, Columbus, Ohio. Chapter Officers: Roderick Peattie, *Pres.*; F. R.
 Aumann, *Sec.* Active 178; Junior 10.
 Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: E. L. Rice, *Pres.*; R. C.
 Hunter, *Sec.* Active 14; Junior 2.
 Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officers: G. H.
 White, *Pres.*; Millie V. Pearson, *Sec.* Active 57; Junior 1.
 Oklahoma College for Women, Chickasha, Okla. Chapter Officers: Anna Lewis, *Pres.*;
 Mary R. Bell, *Sec.* Active 7.
 Oklahoma State Teachers College (East Central), Ada, Okla. Active 1.
 Oklahoma State Teachers College (Northwestern), Alva, Okla. Chapter Officers: W. L.
 Halstead, *Pres.*; Alma Rodgers, *Sec.* Active 16; Junior 3.
 Oklahoma State Teachers College (Southeastern), Durant, Okla. Active 6; Junior 2.
 Oklahoma, University of, Norman, Okla. Chapter Officers: J. R. Nielsen, *Pres.*; Maurice
 Halperin, *Sec.* Active 98; Junior 6.
 Oregon Normal School, Monmouth, Ore. Chapter Officers: Helen C. Anderson, *Pres.*;
 A. C. Stanbrough, *Sec.* Active 9.
 Oregon Normal School (Southern), Ashland, Ore. Active 2.
 Oregon State Agricultural College, Corvallis, Ore. Chapter Officers: J. W. Ellison, *Pres.*;
 Melissa Martin, *Sec.* Active 37.
 Oregon, University of, Eugene, Ore. Chapter Officers: O. J. Hollis, *Pres.*; A. H. Kunz,
Sec. Active 90; Junior 4.
 Ottawa University, Ottawa, Kans. Junior 1.
 Otterbein College, Westerville, Ohio. Active 1.
- Pacific University, Forest Grove, Ore. Active 3.
 Park College, Parkville, Mo. Chapter Officers: M. H. Wilson, *Pres.*; R. V. Magers, *Sec.*
 Active 13.
 Parsons College, Fairfield, Iowa. Active 2.
 Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: E. W. Montgomery,
Pres.; Dorothy A. Shields, *Sec.* Active 20; Junior 6.
 Pennsylvania State College, State College, Pa. Chapter Officers: H. F. Alderfer, *Pres.*;
 J. F. O'Brien, *Sec.* Active 109; Junior 8.
 Pennsylvania State Teachers College, Bloomsburg, Pa. Active 1.
 Pennsylvania State Teachers College, Edinboro, Pa. Active 2.
 Pennsylvania State Teachers College, Mansfield, Pa. Active 1.
 Pennsylvania State Teachers College, Millersville, Pa. Active 1.
 Pennsylvania State Teachers College, Slippery Rock, Pa. Active 2; Junior 1.
 Pennsylvania State Teachers College, West Chester, Pa. Active 3.
 Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: H. L. Crosby, *Pres.*;
 R. F. Nichols, *Sec.* Active 100; Junior 4.
 Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 2.
 Phillips University, Enid, Okla. Active 2.

- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: S. P. Franklin, *Pres.*; George Gould, *Sec.* Active 71.
- Pomona College, Claremont, Calif. Chapter Officers: B. C. Ewer, *Pres.*; C. G. Jaeger, *Sec.* Active 12; Junior 1.
- Princeton University, Princeton, N. J. Chapter Officers: C. W. Kennedy, *Pres.*; Albert Elsasser, *Sec.* Active 104; Junior 6.
- Puerto Rico, University of, Mayaguez, Puerto Rico. Active 8.
- Puget Sound, College of, Tacoma, Wash. Active 2.
- Purdue University, Lafayette, Ind. Chapter Officers: C. O. Lee, *Pres.*; F. H. Hodge, *Sec.* Active 69; Junior 1.
- Queens-Chicora College, Charlotte, N. C. Chapter Officers: C. W. Sommerville, *Pres.*; R. V. Kennedy, *Sec.* Active 9.
- Randolph-Macon College, Ashland, Va. Active 3.
- Randolph-Macon Woman's College, Lynchburg, Va. Active 4.
- Redlands, University of, Redlands, Calif. Chapter Officers: A. D. Jacobsen, *Pres.*; Eva R. Price, *Sec.* Active 29; Junior 1.
- Reed College, Portland, Ore. Chapter Officers: R. F. Arragon, *Pres.*; W. R. Carmody, *Sec.* Active 16.
- Regis College, Weston, Mass. Active 1.
- Rensselaer Polytechnic Institute, Troy, N. Y. Active 8.
- Rhode Island State College, Kingston, R. I. Chapter Officers: R. E. Brown, *Pres.*; Helen E. Peck, *Sec.* Active 7; Junior 1.
- Rice Institute, Houston, Tex. Chapter Officers: H. E. Bray, *Pres.*; Edgar Altenburg, *Sec.* Active 24; Junior 2.
- Richmond, University of, Richmond, Va. Active 4; Junior 2.
- Ripon College, Ripon, Wis. Active 2.
- Roanoke College, Salem, Va. Junior 1.
- Robert College, Istanbul, Turkey. Active 7.
- Rochester, University of, Rochester, N. Y. Chapter Officers: Willson Coates, *Pres.*; L. Alfreda Hill, *Sec.* Active 54; Junior 10.
- Rockford College, Rockford, Ill. Chapter Officers: Abbie F. Potts, *Pres.*; Dorothy Richardson, *Sec.* Active 16.
- Rollins College, Winter Park, Fla. Chapter Officer: Willard Wattles, *Pres.* Active 10; Junior 1.
- Rosary College, River Forest, Ill. Active 4.
- Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: Herman Moench, *Pres.*; E. W. Mann, *Sec.* Active 16; Junior 1.
- Russell Sage College, Troy, N. Y. Chapter Officers: Emma R. Southworth, *Pres.*; Virginia Hunter, *Sec.* Active 17.
- Rutgers University, New Brunswick, N. J. Chapter Officers: Shirley Smith, *Pres.*; Sidney Sanderson, *Sec.* Active 69; Junior 1.
- St. Benedict, College of, St. Joseph, Minn. Active 1.
- St. Catherine, College of, St. Paul, Minn. Active 1.
- St. Cloud State Teachers College, St. Cloud, Minn. Active 1.
- St. John's College, Annapolis, Md. Active 5.
- St. John's University, Brooklyn, N. Y. Active 24.
- St. Joseph's College, Emmitsburg, Md. Active 1.
- St. Lawrence University, Canton, N. Y. Chapter Officers: A. H. MacLean, *Pres.*; Elizabeth L. Moore, *Sec.* Active 17; Junior 1.
- St. Louis University, St. Louis, Mo. Chapter Officers: R. B. Wagner, *Pres.*; W. C. Korf-macher, *Sec.* Active 24; Junior 5.
- St. Mary College, Leavenworth, Kans. Active 2.
- St. Mary's College, Notre Dame, Ind. Active 2.

- St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Active 6; Junior 2.
 St. Olaf College, Northfield, Minn. Active 2.
 St. Teresa, College of, Winona, Minn. Active 4; Junior 1.
 Sam Houston State Teachers College, Huntsville, Tex. Active 14; Junior 1.
 San Diego State College, San Diego, Calif. Chapter Officers: C. B. Leonard, *Pres.*; Baylor Brooks, *Sec.* Active 27; Junior 3.
 Santa Barbara State College, Santa Barbara, Calif. Active 1; Junior 1.
 Scripps College, Claremont, Calif. Active 7.
 Seton Hall College, South Orange, N. J. Active 1; Junior 1.
 Seton Hill College, Greensburg, Pa. Chapter Officer: D. J. Carr, *Pres.* Active 9; Junior 1.
 Shorter College, Rome, Ga. Active 6.
 Shurtleff College, Alton, Ill. Active 5.
 Simmons College, Boston, Mass. Chapter Officers: Alice L. Hopkins, *Pres.*; J. M. Hyatt, *Sec.* Active 48.
 Simpson College, Indianola, Iowa. Active 4.
 Skidmore College, Saratoga Springs, N. Y. Chapter Officer: E. V. Stonequist, *Pres.*; Grace A. Cockcroft, *Sec.* Active 33.
 Smith College, Northampton, Mass. Chapter Officers: S. R. Packard, *Pres.*; C. Pauline Burt, *Sec.* Active 95; Junior 6.
 South, University of, the Sewanee, Tenn. Chapter Officers: Robert Petry, *Pres.*; J. M. Scott, *Sec.* Active 7.
 South Carolina, University of, Columbia, S. C. Chapter Officers: R. L. Meriwether, *Pres.*; Grace C. Sweeny, *Sec.* Active 19.
 South Dakota Northern Normal and Industrial School, Aberdeen, S. D. Chapter Officers: J. R. McAnelly, *Pres.*; Keo King, *Sec.* Active 22; Junior 1.
 South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. D. Active 5.
 South Dakota State School of Mines, Rapid City, S. D. Active 1; Junior 1.
 South Dakota, University of, Vermillion, S. D. Chapter Officers: Carl Christol, *Pres.*; C. M. Noteboom, *Sec.* Active 13.
 Southern California, University of, Los Angeles, Calif. Chapter Officers: J. F. Griffiths, *Pres.*; Tema S. Clare, *Sec.* Active 85.
 Southern Methodist University, Dallas, Tex. Chapter Officers: R. W. Goodloe, *Pres.*; E. D. Mouzon, Jr. *Sec.* Active 29.
 Southwestern, Memphis, Tenn. Chapter Officer: C. L. Townsend, *Pres.* Active 7.
 Southwestern College, Winfield, Kans. Active 4; Junior 1.
 Southwestern University, Georgetown, Tex. Active 2.
 Spelman College, Atlanta, Ga. Active 4; Junior 1.
 Spring Hill College, Spring Hill, Ala. Active 1.
 Springfield College, Springfield, Mass. Chapter Officers: Ernest Wiesle, *Pres.*; R. J. Conklin, *Sec.* Active 9; Junior 1.
 Stanford University, Stanford University, Calif. Chapter Officers: W. H. Davis, *Pres.*; John Field, *Sec.* Active 94; Junior 2.
 Stephen F. Austin State Teachers College, Nacogdoches, Tex. Active 3.
 Stevens Institute of Technology, Hoboken, N. J. Active 2.
 Stowe Teachers College, St. Louis, Mo. Active 9.
 Susquehanna University, Selingsgrove, Pa. Active 10.
 Swarthmore College, Swarthmore, Pa. Chapter Officer: E. L. Hunt, *Pres.* Active 34; Junior 2.
 Sweet Briar College, Sweet Briar, Va. Active 11.
 Syracuse University, Syracuse, N. Y. Chapter Officers: L. G. Moffatt, *Pres.*; R. E. Kharas, *Sec.* Active 111; Junior 3.
 Talladega College, Talladega, Ala. Active 1.
 Tarkio College, Tarkio, Mo. Active 3; Junior 3.
 Temple University, Philadelphia, Pa. Chapter Officers: Andreas Elviken, *Pres.*; S. K. Atkinson, *Sec.* Active 130; Junior 8.

- Tennessee State Teachers College (East), Johnson City, Tenn. Active 1.
 Tennessee State Teachers College (West), Memphis, Tenn. Active 3; Junior 1.
 Tennessee, University of, Knoxville, Tenn. Active 27; Junior 4.
 Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers: C. H. Winkler, *Pres.*; R. P. Ludlum, *Sec.* Active 21; Junior 9.
 Texas Christian University, Fort Worth, Tex. Active 5.
 Texas College of Arts and Industries, Kingsville, Tex. Active 5; Junior 1.
 Texas State College for Women, Denton, Tex. Chapter Officers: Rebecca Switzer, *Pres.*; S. L. Stoker, *Sec.* Active 20.
 Texas State Teachers College (East), Commerce, Tex. Active 5.
 Texas State Teachers College (North), Denton, Tex. Active 5; Junior 1.
 Texas State Teachers College (Southwest), San Marcos, Tex. Chapter Officers: L. N. Wright, *Pres.*; J. L. Read, *Sec.* Active 25; Junior 1.
 Texas State Teachers College (West), Canyon, Tex. Active 2.
 Texas Technological College, Lubbock, Tex. Chapter Officers: R. E. Garlin, *Pres.*; A. B. Strehli, *Sec.* Active 13; Junior 1.
 Texas, University of, Austin, Tex. Chapter Officers: E. T. Mitchell, *Pres.*; H. J. Leon, *Sec.* Active 111; Junior 2.
 Thiel College, Greenville, Pa. Chapter Officers: J. B. Ladd, *Pres.*; J. T. Gamble, *Sec.* Active 6.
 Toledo, University of, Toledo, Ohio. Chapter Officers: H. R. Kreider, *Pres.*; D. F. Emch, *Sec.* Active 41; Junior 12.
 Transylvania College, Lexington, Ky. Active 1.
 Trinity College, Hartford, Conn. Chapter Officers: M. S. Allen, *Pres.*; C. L. Altmaier, Jr., *Sec.* Active 27.
 Trinity University, Waxahachie, Tex. Active 3.
 Tufts College, Medford, Mass. Chapter Officers: L. L. Shaulis, *Pres.*; W. F. Wyatt, *Sec.* Active 39.
 Tulane University of Louisiana, New Orleans, La. Chapter Officers: W. M. Mitchell, *Pres.*; H. W. Moseley, *Sec.* Active 55; Junior 1.
 Tulsa, University of, Tulsa, Okla. Chapter Officers: L. W. Rowland, *Pres.*; T. C. Frick, *Sec.* Active 19; Junior 4.
 Tusculum College, Greenville, Tenn. Active 1.
 Tuskegee Normal and Industrial Institute, Tuskegee, Ala. Chapter Officers: W. A. Clark, *Pres.*; Morteza Sprague, *Sec.* Active 8; Junior 1.
 Union University, Schenectady, N. Y. Chapter Officers: H. A. Larrabee, *Pres.*; W. H. Ketz, *Sec.* Active 39; Junior 9.
 United States Naval Academy, Annapolis, Md. Active 9; Junior 1.
 Upsala College, East Orange, N. J. Active 3; Junior 1.
 Ursinus College, Collegeville, Pa. Chapter Officer: G. R. Tyson, *Pres.* Active 5.
 Utah, University of, Salt Lake City, Utah. Chapter Officers: H. L. Marshall, *Pres.*; Mignonette Spilman, *Sec.* Active 62; Junior 1.
 Utah State Agricultural College, Logan, Utah. Active 2; Junior 1.
 Valparaiso University, Valparaiso, Ind. Active 3.
 Vanderbilt University, Nashville, Tenn. Chapter Officers: W. L. Miser, *Pres.*; C. S. Shoup, *Sec.* Active 19; Junior 1.
 Vassar College, Poughkeepsie, N. Y. Chapter Officers: B. R. Linner, *Pres.*; Geneva Drinkwater, *Sec.* Active 72; Junior 3.
 Vermont, University of, Burlington, Vt. Chapter Officers: B. C. Douglass, *Pres.*; E. C. Jacobs, *Sec.* Active 60; Junior 2.
 Villanova College, Villanova, Pa. Active 1.
 Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 16; Junior 1.
 Virginia Military Institute, Lexington, Va. Active 5.
 Virginia Polytechnic Institute, Blacksburg, Va. Active 15; Junior 1.

- Virginia State Teachers College, Farmville, Va. Chapter Officers: J. M. Grainger, *Pres.*; E. Lucile Jennings, *Sec.* Active 17.
- Virginia State Teachers College, Fredericksburg, Va. Active 2.
- Virginia State Teachers College, Harrisonburg, Va. Chapter Officers: C. P. Shorts, *Pres.*; C. H. Huffman, *Sec.* Active 14.
- Virginia, University of, University, Va. Chapter Officers: A. G. A. Balz, *Pres.*; W. S. Rodman, *Sec.* Active 57; Junior 2.
- Wabash College, Crawfordsville, Ind. Active 4.
- Wagner College, Staten Island, N. Y. Active 2.
- Wake Forest College, Wake Forest, N. C. Active 7; Junior 1.
- Washburn College, Topeka, Kans. Chapter Officers: W. S. Baldinger, *Pres.*; G. S. Fulbright, *Sec.* Active 17.
- Washington College, Chestertown, Md. Active 8.
- Washington and Jefferson College, Washington, Pa. Chapter Officers: O. F. H. Bert, *Pres.*; A. C. Morrill, *Sec.* Active 16; Junior 2.
- Washington and Lee University, Lexington, Va. Chapter Officers: R. T. Johnson, *Pres.*; G. D. Hancock, *Sec.* Active 19.
- Washington College of Education (Eastern), Cheney, Wash. Active 2.
- Washington College of Education (Western), Bellingham, Wash. Active 1.
- Washington, State College of, Pullman, Wash. Chapter Officers: C. E. Dent, *Pres.*; Norma Anderson, *Sec.* Active 74; Junior 15.
- Washington University, St. Louis, Mo. Chapter Officers: G. B. Parks, *Pres.*; Eugene Stephens, *Sec.* Active 75; Junior 3.
- Washington, University of, Seattle, Wash. Chapter Officers: R. M. Winger, *Pres.*; C. T. Williams, *Sec.* Active 82; Junior 8.
- Wayne University, Detroit, Mich. Chapter Officers: J. J. Sherman, *Pres.*; H. B. Fagan, *Sec.* Active 55; Junior 1.
- Wellesley College, Wellesley, Mass. Chapter Officers: E. E. Curtis, *Pres.*; Laetitia M. Snow, *Sec.* Active 58; Junior 1.
- Wells College, Aurora, N. Y. Chapter Officers: Grace Lockton, *Pres.*; Eleanor Luse, *Sec.* Active 24.
- Wesleyan College, Macon, Ga. Chapter Officers: Thelma Howell, *Pres.*; J. W. W. Daniel, *Sec.* Active 9.
- Wesleyan University, Middletown, Conn. Chapter Officers: P. H. Curtis, *Pres.*; Samuel Brockunier, *Sec.* Active 44; Junior 1.
- West Virginia State Teachers College, West Liberty, W. Va. Active 2.
- West Virginia University, Morgantown, W. Va. Chapter Officers: R. R. Ashburn, *Pres.*; Grace M. Griffin, *Sec.* Active 35; Junior 1.
- Western College, Oxford, Ohio. Active 8.
- Western Reserve University, Cleveland, Ohio. Chapter Officer: F. M. K. Foster, *Pres.* Active 69; Junior 7.
- Westminster College, Fulton, Mo. Active 7.
- Westminster College, New Wilmington, Pa. Active 13; Junior 1.
- Wheaton College, Norton, Mass. Chapter Officers: Esther Seaver, *Pres.*; Mabel A. Rice, *Sec.* Active 27.
- Whitman College, Walla Walla, Wash. Active 3.
- Whittier College, Whittier, Calif. Active 4.
- Whitworth College, Spokane, Wash. Active 2.
- Wichita, The Municipal University of, Wichita, Kans. Chapter Officers: W. A. Fletcher, *Pres.*; Marie Graham, *Sec.* Active 25; Junior 1.
- Willamette University, Salem, Ore. Active 5.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: W. G. Guy, *Pres.*; M. E. Borish, *Sec.* Active 36; Junior 3.
- William Jewell College, Liberty, Mo. Chapter Officers: J. P. Fruit, *Pres.*; F. M. Derwacter, *Sec.* Active 10.

- Williams College, Williamstown, Mass. Chapter Officers: W. E. Beach, *Pres.*; H. P. Stabler, *Sec.* Active 54; Junior 7.
- William Smith College, Geneva, N. Y. Active 1.
- Wilson College, Chambersburg, Pa. Active 7.
- Winthrop College, Rock Hill, S. C. Chapter Officers: J. W. McCain, Jr., *Pres.*; Stella Bradfield, *Sec.* Active 19; Junior 1.
- Wisconsin State Teachers College, LaCrosse, Wis. Active 8; Junior 1.
- Wisconsin State Teachers College, Oshkosh, Wis. Active 1.
- Wisconsin State Teachers College, River Falls, Wis. Active 1.
- Wisconsin, University of, Madison, Wis. Chapter Officers: M. C. Otto, *Pres.*; Emma L. Fisk, *Sec.* Active 150; Junior 3.
- Wittenberg College, Springfield, Ohio. Chapter Officers: P. F. Bloomhardt, *Pres.*; J. W. Morgan, *Sec.* Active 8.
- Wofford College, Spartanburg, S. C. Active 1.
- Wooster, College of, Wooster, Ohio. Chapter Officers: James Anderson, Jr., *Pres.*; Aileen Dunham, *Sec.* Active 17.
- Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 13.
- Wyoming, University of, Laramie, Wyo. Chapter Officers: A. J. Dickman, *Pres.*; Ruth Hudson, *Sec.* Active 38; Junior 5.
- Yale University, New Haven, Conn. Chapter Officers: F. R. Fairchild, *Pres.*; K. T. Healy, *Sec.* Active 137; Junior 8.

Academic Vacancies and Teachers Available

The Association is glad to render service to appointing officers and members by publishing the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. It is optional with the appointing officer or the applicant to publish the address in the announcement or to use a key number. In the latter case those interested may address their communications to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

Teachers Available

History, Social Sciences: Man, Ph.D. Minnesota. High school and college experience. A 1457.

Librarian: Woman, B.S., M.A., Graduate of University of Illinois Library School. Twenty-two years experience in college and university libraries, including fourteen years as head librarian and teacher of library methods in university library. A 1458.

B.S. in E.E., M.S. in Physics (2 yrs. grad. study), exp. in communic. engg. and teaching Physics, Assoc. IRE and amateur radio operator. A 1459.

History: Ph.D. candidate, Aug. 1938; available thereafter. Married, 34, ten years teaching in eastern college. Desires permanent change to Ariz., S. Calif., Colo., N. Mex., Tex., Utah. Not a tubercular case. Publications. A 1460.

M.A. from leading university desires appointment, preferably with opportunity to secure doctorate. Travel, publications, residence, research in field of history and government of Far East. Successful teaching experience. Age 36. Married. Man. A 1461.

Spanish, French: Man, 30, married. Ph.D. Wisconsin. 8 years' University teaching and research. Foreign travel. Publications. Now employed. A 1462.

German literature and language. Ph.D. Foreign study and travel. Publications. Experience in state university and small college. Now employed. Would welcome position as head of department or associate professor. Better salary sought. A 1463.

History of Religion, Bible, Oriental History: Man, several years experience in college teaching. Now employed. Available June or September, 1938; could come sooner. Now in position that gives training for deanship, or other executive work. A 1464.